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ABSTRACT

A study of illiteracy in Melanesia (Papua New Guinea, Solomon Islands, Vanatu, New Caledonia, and Fiji) brings together current statistics and projections on illiteracy and schooling and interprets them in light of sociocultural and sociolinguistic factors. An introductory section describes Melanesia's sociolinguistic background and linguistic diversity; Polynesia's linguistic unity; multilingualism and languages of wider communication; and the role of language in trade, religion, and government administration. Subsequent chapters on language and education, teacher supply, curricula and testing, and literacy and school enrollment rates look at the situation in each of the five nations. Comparisons with other regional countries (Indonesia, the Philippines, Malaysia, Thailand, Singapore, and Brunei) reveal that proportionally, the recently independent countries of Melanesia lag well behind their Asian neighbors in efforts to achieve universal primary education. The report points out the timeliness of the UNESCO Asia-Pacific Programme of Education for All launched in November 1986 and stresses the need for more Pacific nations to become members of UNESCO to benefit from its education programs. Numerous statistical tables are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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AUSTRALIAN ADVISORY COUNCIL
ON LANGUAGES AND MULTICULTURAL EDUCATION

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ILLITERACY IN MELANESIA: A PRELIMINARY REPORT

D T Tryon
Research School of Pacific Studies
Australian National University
1988

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ILLITERACY IN MELANESIA: A PRELIMINARY REPORT

D.T. Tryon
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Preamble

The Australian Advisory Council on Languages and Multicultural Education (AACLAME) is pleased to publish this report by Dr D.T. Tryon as the second in its series of Occasional Papers. The report, which presents an analysis of illiteracy in the independent Melanesian states of Papua New Guinea, Vanuatu and the Solomon Islands, was commissioned by AACLAME as a contribution for International Literacy Year, declared by UNESCO for 1990. Part of AACLAME's role is to monitor the connections between Australian language policies and programs - especially in education - and internatioal education both for aid and economic reasons.

AACLAME is responsible for advising and assisting the Commonwealth Government with the implementation of the National Policy on Languages. The Policy, endorsed by the Prime Minister, the Hon R.J.L. Hawke MP, in 1987 is based on the principles of:

- English for all;
- support for Aboriginal and Torres Strait Island languages;
- a language other than English for all;
- equitable and widespread language services.

A number of new programs to be funded over a three year period were derived from these principles. They include an Adult Literacy Action Campaign which was allocated $2.0M in both 1987-1988 and 1988-1989.

Foreword

In December 1986 the United Nations General Assembly approved the appeal by the United Nations Educational, Scientific and Cultural Organisation to proclaim an international literacy year and encouraged Unesco to elaborate a plan to assist all States in eradicating illiteracy by the year 2000. In December 1987 the General Assembly proclaimed 1990 as International Literacy Year. It invited all States to ensure adequate nation-wide preparation for the Year and invited Unesco to assume the role of lead organisation for the Year.

Unesco's publications show that Papua New Guinea, Australia's former colony and trust territory, is the only Member of Unesco in the Pacific with a literacy level below 50%. Australia sought advice and assistance for Papua New Guinea from Unesco in 1964, and Papua New Guinea joined Unesco in 1976, the year after it became independent. There are no Unesco statistics for Papua New Guinea's neighbours, Solomon Islands and Vanuatu. Formerly the British Solomon Islands Protectorate and Anglo-French Condominium of the New Hebridies, they had no contact with Unesco before becoming independent in 1978 and 1980. They have not yet become Members of Unesco.

In preparation for International Literacy Year and as part of its regular work on literacy issues, the Australian Advisory Council on Languages and Multicultural Education (AACLAME) commissioned Dr D.T. Tryon, of the Research School of Pacific Studies in the Australian National University, to report on illiteracy in Melanesia, with particular reference to Papua New Guinea, Solomon Islands and Vanuatu. His preliminary report showed that illiteracy is worse in Papua New Guinea than had been thought, that it is as bad in the other two States and that it is getting worse in all three States.

It is obvious that the bilateral arrangements which Australia, Britain and France have had with Melanesian States throughout this century have not proved adequate to counter illiteracy. Unesco, the specialised agency of the United Nations entrusted with the duty of furthering education, cannot effectively do so in the Pacific as long as many Pacific States are not Members. At the General Conference of Unesco in November 1987 it was suggested to Australia and New Zealand, the original Members of Unesco in the Pacific, that they persuade their neighbours to become Members.

Dr Tryon has shown the immensity of Melanesia's problems. It is the most linguistically diverse area of the world, with one language for every 4500 inhabitants. Its communicaion systems must cover hundreds of islands and exceptionally rugged mountains. It has one of the highest birth rates in the world. Australian entered the 20th century as a literate nation. Australians have a particular international responsibility to collaborate in ensuring that their Melanesian neighbours have become literate nations as they enter the 21st century.

E.G.Whitlam
Unesco Executive Board
Paris, June 1988

ILLITERACY IN MELANESIA: A PRELIMINARY REPORT

1.0. Purposes of Present Report

> Illiteracy can be regarded as one of the great social problems of our time and a major challenge to the international community. Its elimination calls for an effort in two directions - firstly securing the general introduction and updating of primary education so as to stem illiteracy at its source, and secondly, organizing systematic educational campaigns for illiterate adolescents and adults...
>
> UNESCO's Medium-Term Plan (1984-1989)

The present report addresses itself to the question of illiteracy in Melanesia, in Papua New Guinea, the Solomon Islands and Vanuatu, and to a lesser extent New Caledonia and Fiji, within the framework of the UNESCO Asia-Pacific programme to eliminate illiteracy within the region by the year 2000.

The report brings together current statistics and projections on illiteracy and schooling and interprets them in the light of concomitant socio-cultural and socio-linguistic factors. Comparisons with the current educational position in the ASEAN countries (Indonesia, the Philippines, Malaysia, Thailand, Singapore, and Brunei) reveal that proportionally the recently independent countries of Melanesia lag well behind their Asian neighbours in terms of UNESCO's Karachi Plan of 1960 in their efforts to achieve universal primary education. The report points up the timeliness of the APPEAL (Asia-Pacific Programme of Education for All) launched by the Director-General on 4 November 1986, and stresses the need for more Pacific nations to become members of UNESCO so as to benefit from its education programmes.

2.1. Linguistic Diversity in Melanesia

The Melanesian chain consists of the huge island of Papua New Guinea, and its satellites, (the Admiralties, New Ireland, New Britain and Bougainville), the Solomon Islands, Vanuatu (formerly the New Hebrides), New Caledonia and Fiji. This vast island chain extends for some 3000 kilometres, lying on a north-west to south-east axis some 1500 kilometres east of the east coast of Australia.

Approximate populations are as follows:

Papua New Guinea	3,353,000
Solomon Islands	263,000
Vanuatu	130,000
New Caledonia	148,000
Fiji	686,000

(Estimated populations mid-1984, see Table 1, Appendix)

Melanesia is the most linguistically diverse area of the world, with more than 1000 distinct languages spoken by a total population of approximately 4.5 million, giving an astounding ration of one language for every 4,500 inhabitants. In some of the smaller countries of the region, the ratio is even more impressive. Vanuatu, for example, has 105 indigenous languages, a ratio of roughly one language for every 1250 inhabitants, the highest linguistic density anywhere in the world.

The indigenous languages of Papua New Guinea belong to two distinct and unrelated language families, namely the Austronesian(also known as Malayo-Polynesian) and Papuan Families. The Papuan languages are the languages of the original inhabitants of the New Guinea area, latest radio-carbon datings indicating settlement of some areas as far back as 32,000 B.P. The Austronesians, on the other hand, are relatively recent inhabitants of the area, having reached western New Guinea about 3500 B.C., moving on shortly afterwards to the islands of New Ireland and New Britain, just east of the Papua New Guinea mainland.

The Papuan languages extend over three countries at present, namely Indonesia, Papua New Guinea, and the Solomon Islands. In Indonesia they are spoken over much of the province of Irian Jaya, especially in non-coastal areas, in northern Halmahera, much of Timor and most of the Alor and Pantar islands. In Papua New Guinea they occupy most of the mainland and parts of New Britain and New Ireland. In the Solomon Islands they are dotted through the group, in the New Georgia area, on Savo island, and as far south-east as the Santa Cruz group. Several other Papuan languages have also been documented in the western Solomons, but have become extinct earlier this century.

Wurm(1982) reports that there are 741 known Papuan languages, 507 of which belong to a single language group, the Trans-New Guinea Phylum, which accounts for about 80% of all Papuan speakers numerically. He lists the Papuan groups as follows:

Language Grouping	No.of Languages	No.of Speakers
Trans-New Guinea Phylum	507	2,307,000
West Papuan Phylum	24	217,000
Sepik-Ramu Phylum	98	194,000
Torricelli Phylum	48	80,000
East Papuan Phylum	27	69,000
Minor Phyla:		
-Sko phylum-level Stock	8	6,600
-Kwomtari phylum-level Stock	5	3,300
-Arai phylum-level Stock	6	1,600
-Amto-Musian phylum-level St.	2	300
-East-Bird's Head ph.level St.	3	17,000
-Geelvink Bay Phylum	5	12,000
Isolates	8	5,000

The total number of Papuan language speakers, then, is approximately 2,250,000, the great majority of whom are inhabitants of Papua New Guinea. As far as the classification of the Papuan languages into a single language family is concerned, while most of the languages indeed appear to be related, details of subgrouping must be taken as tentative at this stage, as the detailed comparative-historical work upon which any definitive classification must be based remains in its present preliminary state.

The great majority of the Papuan languages are spoken by small to very small speech communities. Quite a number of them are spoken by only a few dozen, up to a couple of hundred people. However, quite a number of them have many thousands of speakers. The largest Papuan language, Enga, spoken in the highlands of Papua New Guinea, has more than 150,000 speakers.

The Austronesian languages of Papua New Guinea number around 250. They are members of the vast Austronesian Language Family, which includes most of the languages of Malaysia, Madagascar, Indonesia, the Philippines, Taiwan and eastwards into the Pacific, including all of the indigenous languages of Melanesia, Micronesia and Polynesia with the exception of the Papuan languages just discussed. The Austronesian languages of Papua

New Guinea occupy mostly coastal areas, not having penetrated very far inland. They predominate, geographically, in the islands to the east of the Papua New Guinea mainland, in New Ireland and New Britain, although they are minority languages in Bougainville, where Papuan languages predominate. Again, the Austronesian languages are spoken by only small communities, as is general throughout Melanesia. There are a few exceptions, however, such as Tolai on New Britain, with approximately 65,000 speakers, and Motu (not to be confused with Hiri Motu or Police Motu, discussed elsewhere in this paper) in the Port Moresby area, with something over 10,000 speakers.

The Austronesian languages of Papua New Guinea have around 1,000,000 speakers and fall into 17 major subgroups,as follows:

1. Sepik-Madang
2. Rai [Siasi], (Vitiaz Straits,N.W.New Britain)
3. Kimbe (New Britain)
4. Lamogai (New Britain)
5. Arawe (New Britain)
6. Mengen (New Britain)
7. Whiteman (New Britain)
8. Tumuip (New Britain)
9. Tolai-New Ireland
10. Admiralties & Western Is.
11. Adzera (Morobe)
12. Coastal Huon Gulf
13. Buang (Morobe)
14. Hote (Morobe)
15. S.E.Papuan
16. Nehan (Nissan)
17. Bougainville-Buka

(Pawley & Green 1985)

In the Solomon Islands there are 62 distinct indigenous languages spoken by something over 250,000 inhabitants(Tryon & Hackman 1982). All except seven of these languages are members of the Austronesian language family, discussed above. These seven languages are members of the Papuan language family and considered to belong to the East Papuan Phylum. As indicated above, they are dotted throughout the Solomons, as follows:

Language	Location	No.of Speakers
Bilua	Vella Lavella	4,300
Baniata	Rendova	1,000
Savosavo	Savo	1,000
Lavukaleve	Russell Is	800
Santa Cruz	Santa Cruz	3,200
Nanggu	Santa Cruz	200
Ayiwo	Reef Is	3,500

The great majority of the languages of the Solomons are Austronesian, fifty five in number, of which five are Polynesian Outlier languages, Polynesian languages which have found their way back to Melanesia as a result of back migration. If one excludes the Polynesian languages, the Austronesian languages of the Solomons fall into three major subgroups. These are as follows

Subgroup	Location
1. North-Western Subgroup	Shortlands
	Choiseul
	New Georgia
	Santa Isabel (excluding Gao)
2. South-Eastern Subgroup	Guadalcanal
	Malaita
	San Cristobal (Makira)
3. Eastern Outer Islands	Utupua & Vanikoro

As with Papua New Guinea, most of the indigenous languages of the Solomons are spoken by very small communities, with an average of approximately 4,000 speakers per language. The largest language is Kwara'ae, with 14,000 speakers, spoken on the populous island of Malaita. The Polynesian languages of the Solomons are as follows:

Language	Location	Speakers
Luangiua	Ontong Java	1,200
Sikaiana	Sikaiana Is	250
Pilheni	Reef Is	900
Tikopian	Tikopia,Anuta	2,000
Rennellese	Rennell,Bellona	2,000

In Vanuatu there are 105 indigenous languages spoken by a total of approximately 130,000 people, each language averaging approximately 1,200 speakers.(Tryon 1976) All of these languages are members of the Austronesian language family. Three of the languages are Polynesian Outlier languages, spoken in the south of the archipelago. They are:

Language	Location	Speakers
Fila-Mele	Efate	2,000
Emae	Emae Is,Shepherds	250
Futuna-Aniwa	Futuna & Aniwa	700

The remainder of the indigenous languages of Vanuatu fall into four major subgroups, as follows:

Subgroup	Location
1. North-Central Subgroup	Banks & Torres Is. Maewo Ambae Santo Pentecost Malekula Ambrym Paama Epi Efate & Shepherd Is
2. Erromangan Subgroup	Erromanga
3. Tanna Subgroup	Tanna
4. Aneityumese Subgroup	Aneityum

Again, the languages of Vanuatu are spoken by very small communities, usually no larger than a few hundred. The largest languages have fewer than 4,000 speakers, and they are few in number. A striking feature of the languages of Vanuatu is that the very large North-Central Subgroup was originally a very long dialect chain whereby the speech of Community A was intelligible to Community B, that of B to C etc, but not C to A. When the chain was broken, the dialects developed into distinct languages.

In New Caledonia and the Loyalty Islands there are 28 indigenous languages (Rivierre 1982), spoken by a total of roughly 40,000 Melanesians. This gives an average of roughly 1,400 speakers per language. There is one Polynesian Outlier language, namely Faga

Uvea,with approximately 1,000 speakers, spoken in the northern part of Ouvea, in the Loyalty Islands. The remainder fall into seven major subgroups, as follows:

Subgroup	Language	No.of Speakers
1.Far North	Yalayu	1,250
	Kumak	700
	Caac	650
2.North	Jawe	600
	Pwapwa	100
	Nemi	325
	Pwaamei	325
	Voh-Kone	1,000
	Fwai	650
	Pije	120
3.Central North	Cemuhi	2100
4.Central South	Paici	4650
5.South	Arho	10
	Arha	250
	Ajie	3,000
	Orowe	600
	Neku	180
	Nere	20
	Tiri	565
	Xaracuu	3,000
	Xaragure	620
6.Far South	Dubea	1,200
	Numee	1,500
7.Loyalty Islands	Iaai	1,500
	Dehu	7,000
	Nengone	3,700

In Fiji there is an estimated 1984 population of 686,000, slightly fewer than half of whom speak one of two very closely related indigenous languages, East and West Fijian, as their mother tongue. These same people also speak and write , with varying degrees of proficiency, the official Bau dialect of East Fijian. Of course the other important language spoken natively in Fiji is Fiji Hindi, a variety of Hindi which has developed with the indentured Indian labour programme which began in the 1880s The two indigenous Fijian languages are members of the Austronesian language family. Obviously there is not nearly the linguistic diversity in Fiji as there is in all other parts of Melanesia. In fact the socio-linguistic position of Fiji is quite atypical of Melanesia, having much more in common with the Polynesian nations, not least in having huge numbers of speakers with a common language, with attendant educational advantages.

2.2..Linguistic Unity in Polynesia

The island states of Polynesia are markedly different from their Melanesian neighbours socio-linguistically in that each island state has but a single indigenous language, contrasting with the staggering linguistic diversity which characterises the Melanesian chain. Summary details for Polynesia are as follows:

Country	Population	Language
Tonga	106,000	Tongan
Samoa	196,700	Samoan
Wallis & Futuna	12,100	E.Futunan, E.Uvean
Niue	3,300	Niuean
Tokelau	1,600	Tokelauan
Tuvalu	8,100	Tuvaluan
Cook Islands	16,300	Cook Islands Maori
French Polynesia	159,000	Tahitian, Marquesan,Mangarevan

[Note: Population figures as for mid-1984; figures for Western Samoa and American Samoa combined].

Basically, then, each Polynesian state has a single indigenous language. In French Polynesia, Tahitian is spoken by approximately 90% of the Polynesian population, Marquesan and Mangarevan having only approximately 7,000 and 700 speakers respectively. Samoa and Tonga are fortunate too in having a single vernacular for their relatively large populations. This one to one language ratio is mirrored in social structures also, as the Polynesian states have a political organisation which recognises the authority of hereditary chiefs and an attendant hierarchical system, whereas in Melanesia authority is based simply on a 'big man' entrepreneurial system of very limited geographical extent. We will see below that these very different socio-cultural environments and socio-linguistic conditions have some important consequences for illiteracy rates in the Pacific region.

2.3. Multilingualism and Languages of Wider Communication

The extremely complex language situation in Melanesia has been a favourable background for the development of widespread multilingualism. Indeed it is not at all uncommon for Melanesians to be able to communicate not only in their own language, but also in those of neighbouring groups, in addition to common lingua francas used for trade, evangelical or administrative purposes.

2.3.1. Trade

In precontact days social situations requiring intercommunication over wide areas or within communities located a long distance from each other were constituted by trading circles and trading expeditions. In Papua New Guinea, for example, such trading expeditions existed along parts of the south-eastern coast, and naturally gave rise to various lingua francas or trade languages. One such was the Hiri Trading Language, used by the Motu during their annual trading expeditions to the Gulf of Papua. This was a pidgin language specifically created through this trading situation. Other trade languages used in Papua New Guinea were Dobu in the Kula trading circle in the Milne Bay Province, and Suau in the Mailu-East Papua-Aroma trading cycle further west. Dobu and Suau, in contrast to the Hiri Trading Language, are not languages developed specifically for trading purposes, but originally simply local community languages. When used as trading languages, however, they have become somewhat simplified. (see McElhanon 1979). To the south-east of Papua New Guinea major languages have also served as trading and regional languages for inter-community exchange. In the Solomons, for example, Roviana, from New Georgia, served and still serves such a purpose. In Vanuatu, Mota, from the Banks Islands, also served such a function. In Fiji a variety of East Fijian is reported to have been used with Tongans and Europeans from late in the eighteenth century. (Geraghty 1983).

2.3.2. Religion: Languages of Evangelisation

Other social situations leading to the development and spread of languages of wider communication in Melanesia have resulted directly from the impact of the modern world. One of these was the introduction of Christianity and the rise of certain local vernaculars as vehicles of evangelism, both in their oral and written form.

In Papua New Guinea there are a number of indigenous languages which have been selected by various sects as languages of wider communication. The most famous, perhaps is Kate, spoken in the Finschhafen hinterland (Flierl & Strauss 1977). This language has served over 50 distinct language groups and is still widely used. It is used as a language of evangelisation in the Morobe Province and in the Madang Province from Finschhafen northwards to the Sio and Rai Coast hinterlands, and westward to the Markham Valley. Apart from Kate, the following are major mission lingua francas in Papua New Guinea:

- Yabim (Yabem): covering an area with as many as 16 languages from Finschhafen along the south coast of the Huon Peninsula and east coast of the Morobe Province as far south as Sipoma, up the Markham Valley and into the Mumeng area southwest of Law.

- Dobu: throughout the D'Entrecasteaux Is, Trobriand Is and Louisiade Archipelago, except for Goodenough Is, western Fergusson Is and the Kiriwina villages of Sinaketa, Tukwaukwa and Karataria

-Kuanua: spoken throughout the Gazelle Peninsula and in the islands of New Hanover, New Ireland, Lihir, Tabar and the Duke of York group, covering an area in which 21 languages are spoken. (also known as Tolai)

-Motu: spoken along the Papuan coast from Cape Possession in the west to just east of Rigo near Hood Point, covering ten languages.

-Suau: spoken along the Papuan coast from Koukou in the west to the Eareba in the Sagarai Valley in the north and the Sariba in the east.

-Wedau: from Menapi at the head of Goodenough Bay eastward to Taupota.

-Toaripi: from Cape Possession westward to the Aivei mouth of the Purari River

-Gedaged: chiefly around Madang and south to the Gogol River and west to Amele.

-Gogodala: in the lower Fly River area and on the Bituri River of the Trans-Fly.

The major mission lingua francas for Papua New Guinea are shown as Map 1 in the Appendix to this report.

In the Solomon Islands the major mission lingua francas were Mota, a language of the Banks Islands in Vanuatu to the south, and Roviana in the western part of the country. The Melanesian Mission (Anglican Church) began missionary activity in the northern New Hebrides (Vanuatu) and the south-eastern Solomons in 1849, using English as the language of instruction. By the 1860s,however, Bishop Patteson decided that the language of instruction should be a Melanesian one and when the mission school was moved from Auckland to Norfolk Island, Mota was chosen as the lingua franca of the mission, serving both Vanuatu and the Solomons. However, in 1931 Bishop Baddeley found that Mota did not fit the islanders 'for a fuller citizenship in a new world which is fast closing in on them' and persuaded his church to abandon Mota in favour of English.

Roviana was chosen as a mission lingua franca in the western Solomons by the Methodist Mission of Australasia, which began operations there in 1902. Although the mission also insisted on teaching in English as well as Roviana, it is Roviana which is still widely known and used to this day as not only a mission lingua franca, but also as a language of wider inter-community communication throughout the Western Province of the Solomons.

The Roman Catholic mission, working mainly on Guadalcanal and Malaita, chose Ghari, a Guadalcanal language, as the church lingua franca in an attempt to deal with the multiplicity

of languages and dialects which confronted them. In 1911 a mission newspaper was started in the Ghari language, called Na Turupatu. This continued until 1958. According to O'Reilly and Laracy (1972), by 1939 some 700 copies of each issue were being printed.

In Vanuatu the local vernaculars remained local in application within the Presbyterian and Roman Catholic churches. It was really only the Melanesian Mission which used a lingua franca, Mota, described above. Noteworthy in this regard was the production of a mission newspaper written in Mota and distributed throughout the Melanesian Mission area, namely O Sala Ususur (The Story Road), which appeared from 1896 until after World War II. The only other mission lingua franca used in Vanuatu was a literary dialect of North and South Efatese, an artificial amalgam of two dialects. This was never really a success and was finally replaced in 1971 with the appearance of a Ngunese dialect translation of the New Testament, since used throughout the central area of Vanuatu in the Presbyterian Church.

In New Caledonia, Ajie (Houailou) was used as a church lingua franca by the Eglise Protestante, both on the mainland of New Caledonia and in the Loyalty Islands. It is still used as such today. In Fiji, the Bauan dialect has been used as the standard official church and government dialect since the nineteenth century.

Of course the fact that the languages mentioned above were selected as languages of wider communication within the evangelical field had important consequences in terms of the development of literacy in Melanesia, as Bible translations were produced in all of them. This was to prove even more significant for the Melanesian population, as we shall see when we come to discuss the provision of education, below, for the sole educators in Melanesia until recent times were the missions, island governments not accepting responsibility until well after World War II, and in some areas not until much later.

2.3.3. Language and Government Administration

In Papua New Guinea the introduction of colonial administration had far-reaching consequences for traditional indigenous life, not the least linguistically. The development of plantations requiring indigenous labour was also important in this regard. The colonial administration soon saw the need for a lingua franca due to the linguistic complexity of the country. While English was and remains the official language of government, clearly it was not known or spoken by the indigenous population. Police Motu, later rebaptised Hiri Motu, was the language of the earliest government patrols in the Papuan area. This pidgin language is still widely used in this area today as a language of wider communication. It ranks second only to Tok Pisin (also known as Pidgin) as a lingua franca. However, it is Tok Pisin that is by far the most important lingua franca in Papua New Guinea today. It developed on the plantations of Samoa in the 1880s, and later on the Queensland canefields. Today it is spoken by up to 500,000 Papua New Guineans and is universally used as the language of inter-lingual communication at all levels. Even though the official language of instruction in schools is English, it is not commonly used outside a certain educated elite. In fact, in Papua New Guinea, English has become the language of access to the outside world, while Tok Pisin remains the language of wider communication within the country.

In the Solomon Islands English is the official language of government, although Pijin, as the Solomons dialect of the English-based pidgin spoken in Papua New Guinea, the Solomons and Vanuatu is called locally, is the de facto language of wider communication, as it is almost universally spoken and understood around the country as a lingua franca. As with Papua New Guinea and Vanuatu, it is the main language used in parliament and on radio.

In Vanuatu the English-based pidgin spoken is known as Bislama. It is mutually intelligible with Tok Pisin and Solomons Pijin, and enjoys the status of 'National language' according to the Vanuatu constitution. There are two other official languages in Vanuatu, English and French, the result of the pre-independence Anglo-French Condominium administration.

However, neither English nor French reach more than half of the population at best, a result of the fragmented Condominium education system. In a country with 105 different local vernaculars, then, Bislama is the only language which reaches the whole population, being spoken by all males and about 90% of females. As with the other pidgin dialects used in the Solomons and Papua New Guinea, Bislama is very much just an oral medium, little read, perhaps because no standardised spelling for it has been devised by government agencies anywhere in Melanesia. This point will be further discussed below.

In New Caledonia the language of government and the administration has been French since France took possession of this territory in 1853. While varieties of English- and French-based pidgins flourished in the very early days of the colony, they were soon supplanted by French and disappeared by the end of the nineteenth century.

In Fiji, the least multi-lingual country in Melanesia, there are three official languages, English, the Bauan dialect of East Fijian, and Fiji Hindi, a locally developed variety of Hindi. With a 50% Indian population, and slightly less than 50% Fijians, the language of wider communication at government and administrative level is English. A pidginised variety of Fijian is also used for some commercial purposes between the Indian and native Fijian populations, while Fijian is used as a lingua franca in the multilingual Indian community.

3.0. Language and Education in Melanesia

3.1. The Providers of Education

Generally throughout Melanesia until recent times the sole providers of education have been the missions. In all countries except New Caledonia, which is a French Overseas Territory, government agencies have interested themselves in education only a decade or so before the granting of independence However, because of the particular circumstances surrounding each of the Melanesian countries, especially in the lead-up to independence, provision of education has been uneven and merits a brief examination.

3.1.1. Papua New Guinea

Papua (formerly British New Guinea) became an Australian Territory in 1906. German New Guinea was acquired by Australia in 1914, becoming a mandate in 1921 and a Trust Territory in 1946. The Australian Territory of Papua and the Trust Territory of New Guinea have been jointly administered since 1946, and the first Director of Education appointed in that year. Papua New Guinea became independent in 1975.

Prior to World War II all schooling was provided by the missions. Barrington Thomas (1976) reports that in 1939 there were approximately 90,000 pupils in mission schools. These schools were modelled on the German, Australian or American pattern, depending upon the particular mission involved. After the war there was a much greater demand for education, as many village people wanted education for their children in the belief that it would transform their society. Education was seen as the source of Western influence, power, privilege and wealth.

In 1955 the Australian Minister for Territories declared the following educational objectives in Papua New Guinea: universal primary education, the voluntary acceptance of Christianity by the indigenous people, and the fostering of English as a common language. Note at this point that the use of Tok Pisin was actively discouraged. In 1958 the Director of Education drafted a plan for universal primary education within 15 years. While this was not realised, there was a significant increase in school enrolments . The following table which shows the expansion of education between 1960 and 1972, also reveals just how great the mission (non-government) contribution was as providers of education.

Number of Schools & Teachers in Papua New Guinea

SCHOOLS

	1960	1972
Government:		
-Primary	267	554
-High	26	36
-Technical/Vocational	7	55
-Teacher Training	5	3
Non-Government:		
-Primary	920	993
-High	13	31
-Technical/Vocational	4	24
-Teacher training	21	7

TEACHERS

	1960	1972
Indigenous:		
-Primary	1,449	6,383
-High	20	179
-Technical/Vocational	3	93
-Teacher Training	3	29
Non-indigenous:		
-Primary	469	998
-High	82	900
-Technical/Vocational	36	296
-Teacher training	36	184

Although the objective of universal primary education was postponed during the 1960s, the growth of the school system was remarkable, as the table above indicates. Enrolments rose from 95,366 in 1960 to 251,557 in 1972. In 1960 only 2% of the total number of indigenous children enrolled were in high school; in 1973 this had grown to 14%.

In the 1960s the missions provided about 65% of primary education, and 35% of secondary education (Barrington Thomas 1976).and trained their own teachers. There were problems, however, as the mission teachers received only about half the salary of Administration teachers. In addition, the missions and churches were predominantly local or regional in character, village-centred rather than nation-centred, posing problems in curriculum development. In 1970 the National Education System was set up, joined by nearly all of the churches. This led to a standardised education system across the country. Features of this system will be discussed in Section 3.3.1.

By 1975, the National Education System involved 1,817 primary schools and 7,824 primary teachers, which numbers had grown to 2,046 primary schools and 9,092 primary teachers by 1979. (see Appendix: Tables 2 & 3, Number of Primary & Secondary Schools and Number of Primary & Secondary Teachers, 1975-79).However, no breakdown is provided in these tables of numbers of government and mission teachers.

3.1.2. Solomon Islands

As with Papua New Guinea, education in the Solomons was very much the domain of the missions and churches. In 1970, for example, there were only 5 government primary schools and 413 church or mission primary schools. (see also Table 4 in the Appendix). for which financial assistance was provided by the government. Since 1957 the government of the Solomon Islands has taken an active interest in education, although several of the missions have been reluctant to come under government control, naturally enough, after more than fifty years and in some cases almost a century of being the sole educational agency in a given area. Indeed it was only in 1974 that three major churches relinquished direct responsibility for primary education, thus ensuring government control. This meant that in 1979, for example there were 289 government primary schools and only 55 controlled directly by the missions. Hilliard (1966) gives a succinct appraisal of the mission contribution and role in education before it came under government control , as follows:

> Although village and residential schools gave the islanders a limited acquaintance with the ways of the European, his values and techniques, they were essentially denominational institutions, aimed at the consolidation and extension of the Christian community. English was the language of commerce and civilization; the vernacular was the language of religious instruction. (1966:545)

The change from church to government control coincided with the 1974 White Paper on education in the Solomons, which stressed that education in the villages should prepare children for life in an essentially agricultural and rural community. This meant a standardisation and redevelopment of curriculum, as in Papua New Guinea, a new educational ideology which required a broader view than the sometimes sectional interests of the missions. As far as secondary education is concerned, there are 8 National Secondary Schools and 12 Provincial Secondary Schools, details of which appear in Section 4. Suffice it to say at this point that six of the eight National Secondary Schools are mission schools, four of which are under government control and two of which have remained outside the government network.

3.1.3. Vanuatu

As with the Solomons and Papua New Guinea, education in Vanuatu was very much in the hands of the missions until the 1960s, apart from French and English government schools in the urban areas of Vila and Luganville (Santo). The Roman Catholics taught in French, while the Presbyterians used English as the language of instruction. Neither met with outstanding success as they were not well equipped and were obliged to recruit teachers with only minimal teacher training. The Melanesian Mission (Anglicans), on the other hand, achieved greater success, mainly because they also used local vernaculars such as Mota and Raga as languages of instruction. By the time that the French and British governments became seriously interested in education, apart from a network of primary schools, the Presbyterians had established a secondary school at Onesua on Efate, the Melanesian Mission one at Vureas on Ambae, and the Church of Christ one at Ranwadi on Pentecost. The Roman Catholics had established a French language secondary school at Montmartre on Efate.

In 1960 the French government realised just how far it was lagging behind the British in terms of language influence. At that time it began an extensive building programme, setting up a number of primary boarding schools around the archipelago, in the Banks Is, on Santo, Malekula, Epi, Efate and Tanna, to name but the main establishments. The French government schools were free, and pupils were fed and partially clothed at French government expense. The English language schools, on the other hand, were fee paying, as indeed are all schools in independent Vanuatu today. Because of the competition from French government schools, English language mission schools came under the

administration of the British government in 1973, while the Roman Catholic mission asked that they become part of the French government education system. At independence in 1980, all schools came under the control of the Vanuatu government, with the aim of setting up a common curriculum for all schools, both Anglophone and Francophone. Because of various aid packages, however, the Vanuatu government has so far achieved a common curriculum only for primary schools. At present the Vanuatu government has handed back control of church schools to the missions, for whom financial assistance and teacher training are provided. Details of Vanuatu educational infrastructure will be given in Section 4.

3.1.4. New Caledonia

In New Caledonia a significant proportion of primary schooling is provided by the churches, both the Eglise Catholique and the Eglise Protestante, as is the case throughout Melanesia, and indeed throughout the Pacific region generally. Since World War II, however, there has been a considerable build-up in government education, both at primary and secondary level. It is at secondary, and most recently tertiary level that the French government has moved ahead, however, as New Caledonia , being a French Overseas Territory, is an integral part of the French National Education System.

3.1.5. Fiji

Benton (1981) reports that in Fiji government schools make up only a small proportion of the total number of primary schools, the great majority being mission or church schools. He notes that in 1977 619 out of Fiji's 652 primary schools belonged to this category.

3.2. Provision of Teachers

The source of teachers in Melanesian schools and their level of training varies widely from country to country, with varying mixes of indigenous and non-indigenous staff.

3.2.1. Papua New Guinea

In Papua New Guinea there has been a very considerable move towards localisation of teaching posts since 1960, reaching its peak after independence in 1975. In 1960, for example, there were 1,449 indigenous primary teachers and 469 non-indigenous teachers at the same level (Barrington Thomas 1976). By 1972 the numbers had risen to 6,383 and 998 respectively.By 1983 community schools were entirely staffed by indigenous primary teachers, some 10,130 in number. As far as secondary school personnel are concerned, the proportion of non-indigenous teachers to indigenous teachers is roughly a ratio of 1 to 4, (352:1277 in 1983).

3.2.2. Solomon Islands

In the Solomon Islands the great majority of primary school teachers are indigenous The Department of Education reports, however, that at the secondary level up to a third of the staff of most schools are still expatriates, recruited through the churches and through British or Australian Aid or from Volunteer Organisations. The proportion of Solomon Islands teachers is increasing quite rapidly (1988) as Solomon Islanders return from overseas with degrees and diplomas. Seven out of the eight high schools now have Solomon Islands headmasters.

3.2.3. .Vanuatu

In 1986 there were 15,246 Anglophone and 9,831 Francophone pupils in primary schools in Vanuatu (Vanuatu Department of Education statistics). These pupils were instructed at 106 Francophone and 146 Anglophone schools. At the same time there were 10 secondary

schools, 7 Anglophone and 3 Francophone. Until independence in 1980, the French-medium schools were staffed in good measure by metropolitan French, either as part of the French National Teaching Service or as Volunteers. These Volunteers or VATs were volunteers who taught in Vanuatu instead of carrying out military training in France. The net result was a much higher ratio of expatriate teachers in French-medium schools compared to their English-medium counterparts, especially at the primary level, where expatriate teachers were rather a rarity. In 1983 there were 973 primary school teachers (531 English-medium and 442 French-medium), and 130 secondary school teachers (71 English-medium and 59 French-medium). Almost the totality at the primary level and the great majority at the secondary level were ni-Vanuatu at that time.

3.2.4. New Caledonia

In New Caledonia in 1983 there were 48,140 school pupils at all levels.(Census 1983). The number of teaching staff is not available at this time. However, as New Caledonia is part of the French National Teaching Service, it can be inferred that almost 100% of the secondary and technical teaching staffs were non-indigenous and that a significant proportion of teachers in the upper primary grades were also non-indigenous.

3.2.5. Fiji

In Fiji nearly all primary school personnel speak either Fijian or Hindi as their mother tongue. At high school level there are a number of expatriate teachers, mostly volunteers of one sort or another, as in the Solomon Islands.

3.3. Curricula and Examinations

The curricula and examinations in which instruction culminates at primary and secondary levels vary from country to country, as follows:

3.3.1. Papua New Guinea

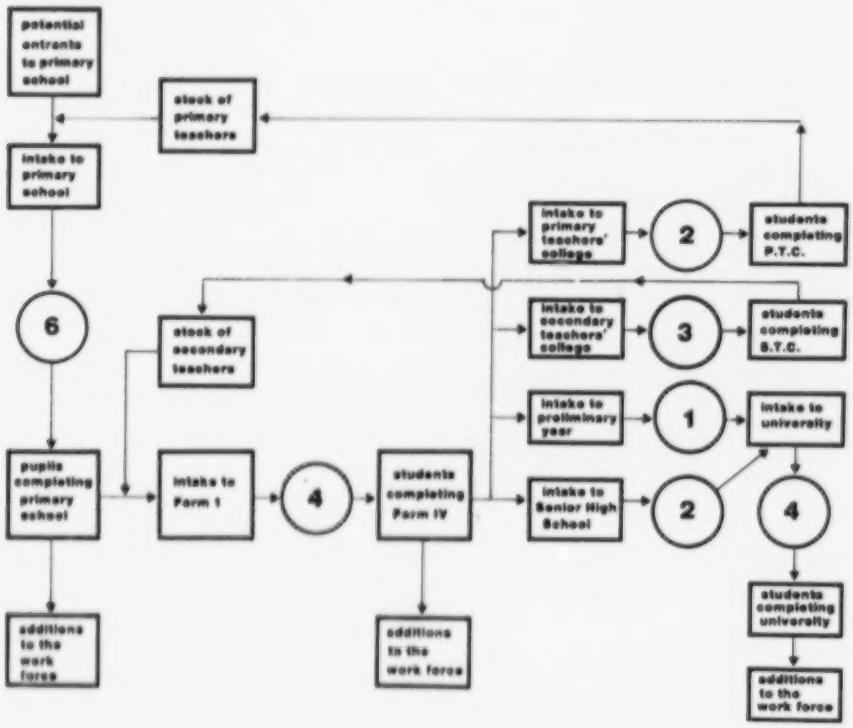
The structure of the education system in Papua New Guinea is similar to that in Australia. However, the primary system is divided into Australian and Papua New Guinea curriculum schools. Australian curriculum schools cover seven years from preparatory to Grade 6 and follow the curriculum of the New South Wales Department of Education. The curriculum is generally designed to cater for the children of the non-citizen community who, in most cases, will be completing their education in the Australian school system. Papua New Guinean curriculum schools cover six years, with preparatory and Standard 1 combined into one year, Grade 1. They follow a specially designed syllabus adapted for conditions in Papua New Guinea and cater largely to the citizen population. English is used as the medium of instruction.

Secondary schools follow a 4-year 2-stage course with a major turn-off point at the end of Grade 8. There are four senior high schools in the country which offer studies at Grade 11 and Grade 12 for selected Grade 10 graduates.

Vocational centres provide full-time practical courses for trainees who have at least primary education. The centres aim at teaching simple skills in a variety of areas, particularly agriculture and business, which will help trainees when they return to village life or become self-employed.

Post-secondary and tertiary training is carried out at a number of institutions in Papua New Guinea, including the University of Papua New Guinea, the University of Technology, various teacher training colleges and specialist training institutions.

Table 1:Structure of the Education System (Papua New Guinea)



From: *Education in Melanesia* Papers delivered at the Eighth Waigani Seminar Port Moresby 5 - 10 May 1974. Brammal and May, eds 1975 from a paper by A. Elek page 415.

3.3.2. Solomon Islands

In the Solomon Islands there are 6 years of primary schooling, from Standard 1 to Standard 6. At the end of this period some pupils pass on to secondary education. There are two kinds of secondary schools. National Secondary Schools are five-year schools with an academic bias and an expectation of further training or paid employment at the end. Provincial Secondary Schools are three-year schools with a vocational / practical bias. Only a minority of students leaving these obtain further training or paid employment. The language of instruction is English.

3.3.3. Vanuatu

In Vanuatu education is non-compulsory and fee-paying. Primary schooling is based on a six year programme, from Grades 1 to 6, at the end of which time there is an Entrance Examination for entry to Junior Secondary Schools. Successful candidates do not automatically attend the nearest secondary school but are allocated to schools throughout the country. At present Junior Secondary Schools run a three-year programme in the English-medium system , the best students going on to Senior High School. French-medium schools follow the standard French national system of classes.

As far as examinations are concerned, at primary level there are two national examinations, one leading to a Diplome de Fin d'Etudes Primaires, and the other to the Senior Primary Leaving Certificate. At secondary level, English-medium students take the Form III Leaving Certificate on completion of Junior Secondary School and the Cambridge Overseas School Certificate at the end of Form V. French-medium students sit the Brevet d'Etudes du

Premier Cycle after four years of secondary education and the Baccalaureat at the end of the 'second cycle' of three years.

The languages of instruction in Vanuatu schools are English in English-medium schools and French in French-medium schools.

3.3.4. New Caledonia

In New Caledonia the same schooling system applies as in metropolitan France, with the same programmes and examination requirements. The language of instruction is French.

3.3.5. Fiji.

In Fiji vernacular languages (Fijian & Hindi) are used in most schools as the medium of instruction for the first three years of schooling. During this time English is taught as a second language until the fourth year, when it becomes the medium of instruction. In the few government (non-mission) primary schools, all six years of instruction are given in English. In high school, the language of instruction is English throughout the country, the high school course culminating in a University entrance examination.

4. Literacy Rates, School Enrolments and Achievement Levels.

4.1. Papua New Guinea

According to the 1971 Census, 32.4% of Papua New Guineans over 10 years of age could read and write in some language (37.5% of the men and 22.8% of the women). According to these statistics, roughly two-thirds of the country is illiterate. As the table below demonstrates, literacy is not evenly distributed by either sex or province. The Southern Highlands and Simbu provinces have the highest illiteracy rate, while Manus and New Ireland have the lowest percentage (although even on Manus over a third of the men and nearly half of the women were illiterate).

Percentage of Illiterates 1971 (over 10 years of age)

	Male	Female	Total
Western	67.1	81.5	74.0
Gulf	64.1	77.5	71.4
Central & NCD	38.9	52.9	46.7
Milne Bay	45.9	55.4	50.6
Northern(Oro)	48.9	59.3	53.9
Southern Highlands	86.7	96.4	91.8
Western Highlands	80.8	94.3	87.2
Simbu	84.1	96.1	90.3
Eastern Highlands	76.5	93.6	85.2
Morobe	43.8	61.8	53.2
Madang	58.8	92.6	67.8
East Sepik	63.3	82.0	72.8
West Sepik	70.6	86.6	78.4
Manus	38.6	46.5	42.4
New Ireland	41.3	46.5	43.5
West New Britain	49.6	57.3	53.2
East New Britain	43.7	47.8	45.4
North Solomons	44.0	56.5	48.9
Papua New Guinea	62.5	77.2	67.6

(Source 1971 Census)

These dramatic figures are readily comprehensible when one considers the tables presented below, especially Table 3, which details the level of schooling achieved throughout Papua New Guinea. Attention too should be paid to the huge numbers of Papua New Guineans who had never attended school by 1971.

Table 2: : Population 10 Years of Age & Over, by language spoken & literacy, Census 1971

Language	Citizens			Non-citizens			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Language spoken in home									
English	23,381	12,267	35,648	21,375	15,156	36,531	44,756	27,423	72,178
Pidgin	67,366	24,627	91,993	250	126	376	67,616	24,753	92,369
Police Motu	1,496	631	2,127	11	8	19	1,507	639	2,146
Other	728,045	731,780	1,459,825	2,844	1,467	4,311	730,889	733,247	1,464,136
Total	820,287	769,306	1,589,593	24,480	16,757	41,237	844,767	786,062	1,630.829
Able to speak (a) -									
English	211,651	112,115	323,766	24,043	16,518	40,561	235,694	128,633	344,327
Pidgin	469,770	237,355	707,125	16,576	10,343	26,920	486,347	247,698	734,045
Police Motu	103,016	47,636	150,652	2,040	738	2,799	105,056	48,374	153,431
Total	784,437	397,106	1,181,543	42,659	27,599	10,260	827,097	424,705	1,251,803
Literate in (b) -									
English	188,248	100,627	288,875	23,687	16,358	40,045	211,935	116,985	328,921
Pidgin	217,084	91,718	308,802	13,139	7,456	20,595	230,223	99,174	329,397
Police Motu	49,331	22,318	71,649	1,369	494	1,863	50,700	22,812	73,511
Other	133,778	84,050	217,827	8,905	5,406	14,311	142,682	89,456	232,138
Illiterate	512,372	593,921	1,106,294	343	248	591	512,715	594,169	1,106,885
Total	1,100,813	892,63	1,993,447	47,443	29,962	77,405	1,148,255	922,596	2,070,852

(a) Persons who are able to speak more than one language have been counted more than once in this part of the table.
(b) Persons who are literate in more than one language have been counted more than once in this part of the table.

Table 3: Population,by level of schooling, Census 1971

Level of schooling	Citizens			Non-citizens			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
Leaving certificate	2,272	322	2,594	11,911	6,160	18,071	14,184	6,481	20,665
School certificate	4,818	1,074	5,892	2,707	2.042	4.749	7,525	3,116	10,641
Intermediate or Junior certificate	8,495	2,660	11,155	5,110	4,675	9,786	13,605	7,335	20,940
Form 2	15,867	5,754	21,621	1,501	1,176	2,677	17,368	6,930	24,298
Primary final certificate	40,806	19,831	60,636	1,466	1,090	2,556	42,272	20,921	63,193
Attended or attending primary school	331,079	226,877	557,957	4,453	4,161	8,614	335,532	231,039	566,570
Never attended school -									
Under 5 years old	228,890	217,246	446,136	3,701	3,594	7,295	232,591	220,840	453,431
5 years old and over	630,424	698,995	1,329,419	389	389	777	630,813	699,383	1,330,196
Total	1,262,651	1,172,758	2,435,409	31,239	23,287	54,526	1,293,890	1,196,045	2,489,935

Table 4: Population 10 years & over, by level of qualifications, Census 1971

Level of qualifications	Citizens			Non-citizens			Total		
	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons
University graduate	49	2	51	1,912	779	2,691	1,961	781	2,742
Other tertiary qualifications	265	46	311	3,239	2,108	5,346	3,503	2,154	5,657
Sub-professional qualifications	729	118	847	1,373	1,634	3,007	2,102	1,752	3,855
Trade qualifications	1,555	1	1,556	2,576	12	2,588	4,130	13	4,144
Other qualifications	8,348	3,167	11,515	683	454	1,137	9,031	3,621	12,652
Qualifications not stated	1,540	464	2,005	1,884	791	2,675	3,425	1,255	4,680
No qualifications	807,801	765,506	1,573,307	12,813	10,979	23,792	820,615	776,485	1,597,100
Total	820,287	769,306	1,589,593	24,480	16,757	41,237	844,767	786,062	1,630,829

Since 1971 there has been no national assessment of illiteracy. The literacy/illiteracy question was omitted from the 1981 Census, making assessment of progress very difficult. [UNESCO estimates have, however, been made, for 1980 and 1985, details and discussion of which will be given below]. However, as literacy has come to be generally equated with the completion of Grade 6 in primary school, (see Solomon Islands Census Report 1970) school enrolment and school achievement figures may be taken as a fairly reliable indicator of literacy levels achieved.

According to the National Education Strategy, in 1978 only 45% of the girls and 68% of the boys in Papua New Guinea were in Grades 1 to 6 in the primary education sector. (Of course these figures tell nothing of grades achieved, drop-out rates etc, which would reduce the net literacy figure based on the raw percentages). [Source Ephraim Apelis, Times of Papua New Guinea, May 1985]. Consider the following table of drop-outs at primary level between 1972 and 1978:

Table 5: Primary Level Drop-Outs 1972-1978

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Total
1972/73	3,041	3,542	3,759	3,178	2,716	15,930	32,166
1973/74	2,431	469	781	1,205	2,309	17,165	24,360
1974/75	3,769	2,467	3,244	1,264	2,387	19,942	33,073
1975/76	1,565	2,207	553	1,353	3,227	21,813	29,612
1976/77	5,994	5,496	2,488	7,057	3,613	21,419	46,069
1977/78	5,868	2,111	3,014	2,614	2,058	18,246	33,911
Total	22,668	16,292	12,733	16,671	16,310	114,515	199,191
%	11.4	8.1	6.4	8.4	8.2	57.5	100.00

From: *Basic Education for Rural Development:* PNG Sub-Sector Study
1st draft Unesco Identification Mission Paris May 1979

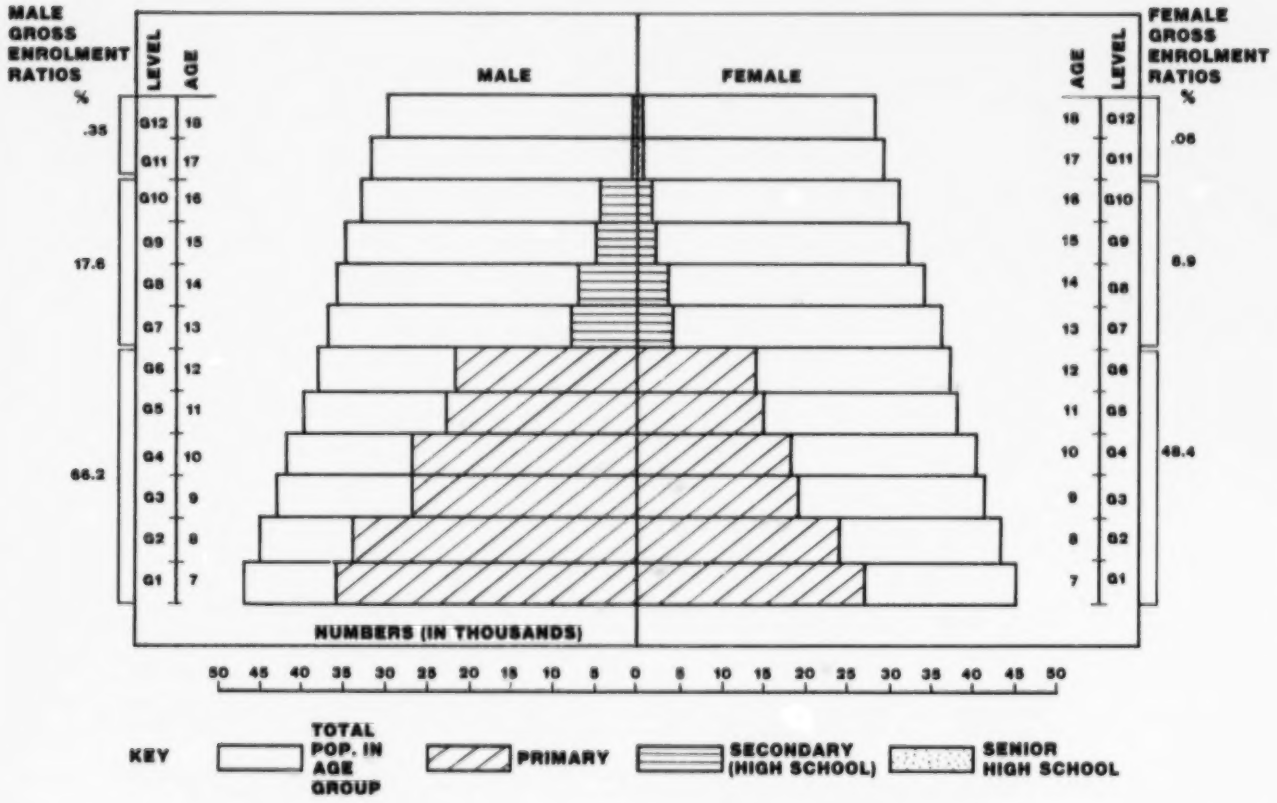
Of pupils enrolled in Papua New Guinea primary schools between 1972 - 1978, 11.4% dropped out of Grade 1 (i.e. 11.4% of the approximately 50% of eligible pupils enrolled), 8.1% dropped out of Grade 2, 6.4% from Grade 3, 8.4% from Grade 4 , and 8.2% from Grade 5. That is, only 57.5% of school beginners completed Grade 6 (i.e. 57.5% of the 45% of eligible girls and of the 68% of eligible boys enrolled). That is, only 25.8% of school age girls completed Grade 6, while the figure is 39.1% for boys.

[Source : UNESCO Identification Mission, Paris, May 1979]

In 1980 48.4% of school-age girls and 66.2% of school-age boys were enrolled in primary schools (Grades 1-6), with 8.9% of the girls and 17.6% of the boys under 18 at junior high schools. 0.06% of girls and 0.35% of boys were enrolled in Grades 11 and 12.

[Source: Dept of Education Annual Report 1980]

Table 6: Papua New Guinea Educational Pyramid 1980



From: *Department of Education Annual Report 1980*

Table 7: Population less than 26 years old

Age (years)	School attendance								
	Total			Not at school			At school		
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females
All ages (less than 26)	1,888,178	997,067	891,111	1,595,527	822,804	772,723	292,651	174,263	118,388
Under	102,132	53,057	49,075	102,132	53,057	49,075	-	-	-
1	89,914	47,063	42,851	89,914	47,063	42,851	-	-	-
2	92,869	48,532	44,337	92,869	48,532	44,337	-	-	-
3	93,421	48,479	44,942	93,421	48,479	44,942	-	-	-
4	90,595	46,976	43,619	90,595	46,976	43,619	-	-	-
5	93,638	48,721	44,917	92,766	48,235	44,531	872	486	386
6	89,005	46,182	42,823	85,519	44,329	41,190	3,486	1,853	1,633
7	85,483	44,416	41,067	73,918	38,182	35,736	11,565	6,234	5,331
8	82,995	43,280	39,715	60,241	30,797	29,444	22,754	12,483	10,271
9	78,877	41,176	37,701	48,732	24,308	24,424	30,145	16,868	13,277
10	84,700	44,421	40,279	47,961	23,511	24,450	36,739	20,910	15,829
11	79,800	41,961	37,839	42,396	20,416	21,980	37,404	21,545	15,859
12	78,614	41,592	37,022	41,229	19,815	21,414	37,385	21,777	15,608
13	71,834	38,087	33,747	40,046	19,171	20,875	31,788	18,916	12,872
14	69,665	37,247	32,418	43,724	21,406	22,318	25,941	15,841	10,100
15	67,552	36,501	31,051	47,429	23,731	23,698	20,123	12,770	7,353
16	64,824	35,430	29,394	49,459	25,175	24,284	15,365	10,255	5,110
17	57,460	32,188	25,272	48,488	25,738	24,284	15,365	6,450	2,522
18	57,087	32,069	25,018	51,872	28,093	23,779	5,215	3,976	1,239
19	55,806	30,858	24,948	53,348	28,925	24,423	2,458	1,933	525
20	61,738	33,012	28,726	60,258	31,838	28,420	1,480	1,174	306
21	51,120	27,352	23,768	50,604	26,914	23,690	516	438	78
22	49,537	26,333	23,204	49,304	26,147	23,157	233	186	47
23	45,560	23,885	21,675	45,448	23,797	21,651	112	88	24
24	48,048	24,362	23,686	47,974	24,302	23,672	74	60	14
25	45,904	23,887	22,017	45,880	23,867	22,013	24	20	4

Table 8: Population 5 years and over not at school, highest grade completed, province, sex; Census 1980

	Total		Highest grade completed									
			None		1 to 5		6 to 7		8 to 9		10 and over	
	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females	Males	Females
Papua New Guinea	1,138,707	1,077,768	836,518	891,329	97,502	74,500	129,531	82,769	31,102	14,963	44,054	14,207
Western	27,165	28,041	18,158	21,022	3,475	3,396	4,155	3,144	680	361	697	148
Gulf	22,445	23,416	15,120	17,513	3,108	3,178	3,151	2,326	618	260	448	139
Central	42,257	40,628	27,291	28,838	5,937	5,978	5,960	4,507	1,507	812	1,529	493
National Capital District	46,862	31,938	14,741	13,323	6,438	5,569	9,818	6,599	4,935	2,818	10,930	3,629
Milne Bay	47,718	44,431	30,154	30,885	8,688	7,072	6,911	5,380	1,068	721	897	373
Northern	28,774	26,109	16,267	17,231	5,728	5,007	4,753	3,046	1,023	531	1,003	294
Southern Highlands	84,460	94,968	77,293	92,113	2,022	855	3,421	1,496	677	275	1,047	229
Enga	65,943	64,522	59,496	62,615	2,352	766	2,810	825	553	178	732	138
Western Highlanbds	108,555	97,348	91,072	91,555	5,023	1,912	8,197	2,628	1,753	627	2,510	626
Chimbu	75,375	69,003	66,912	66,091	2,585	1,002	3,882	1,395	983	327	1,013	188
Eastern Highlands	106,249	105,436	92,291	100,091	4,451	1,792	5,808	2,249	1,422	545	2,277	759
Morobe	114,539	113,777	85,561	98,169	7,204	5,522	12,701	7,272	3,203	1,312	5,870	1,502
Madang	79,113	76,830	59,652	64,684	5,753	4,411	9,198	6,202	1,883	735	2,627	798
East Sepik	80,087	83,451	60,169	72,316	6,559	4,594	9,824	5,071	1,709	804	1,826	666
West Sepik	42,433	42,193	34,301	37,105	2,825	2,362	3,928	2,289	654	251	725	186
Manus	8,674	8,665	4,116	4,678	1,091	1,261	2,251	2,086	680	433	536	207
New Ireland	25,926	20,344	15,055	12,395	4,149	3,289	4,602	3,587	1,070	635	1,050	438
East New Britain	48,681	39,707	25,987	22,186	6,693	5,198	10,208	8,734	2,476	1,543	3,317	2,046
West New Britain	33,387	28,238	18,887	17,504	5,162	4,618	6,837	5,222	1,241	536	1,260	358
North Solomons	50,064	38,723	23,995	21,015	8,259	6,718	11,116	8,741	2,934	1,259	3,760	990

By 1980, UNESCO estimated that illiteracy figures had declined, in percentages, although the absolute number of illiterates in Papua New Guinea in 1980 was higher than in 1970, due to a population growth rate of 2.8% per annum. The UNESCO projection is as follows:

	1970	1980
Literates(thousands)		
Both sexes	451.1	757.5
Males	289.3	490.1
Females	161.8	267.4
Illiterates(thousands)		
Both sexes	948.2	1,031.4
Males	446.8	445.2
Females	501.4	586.2
Percentage Illiterate		
Both sexes	67.8	57.7
Males	60.7	41.6
Females	75.6	68.7

[Source: United Nations, Estimates and Projections of Illiteracy, Paris, UNESCO, 1978, table 3].

Since 1980 there have been no national literacy surveys in Papua New Guinea. There was, however, a UNESCO estimation made for 1985, which is the latest official estimate available to date. This estimate showed a nationwide illiteracy rate of 54.5%, with an illiteracy rate of 64.7% for females and 45.2% for males. For a number of reasons, these figures are likely to be significantly deflated, and the illiteracy figures for Papua New Guinea quite alarming, especially with prognoses being offered that universal primary education will probably not be achieved for another 50 years rather than the year 2000, the target UNESCO date (Goodman, Lepani & Morawetz 1985:175).

But what of current local Papua New Guinean thinking on literacy? Ephraim Apelis, of the Educational Research Unit at the University of Papua New Guinea is the author of a Five Year Literacy Plan (1989-1993) submitted as part of the Papua New Guinea National Education Plan for the period. He observes :

> Papua New Guinea, unlike most other Pacific Island nations, has one of the highest illiteracy rates in the Pacific-Asia region. The 1985 estimation of 55 percent places us in the fourth category of nations - consisting of countries with more than 50 percent illiteracy. The most affected is the female population with 64.7 percent compared to 45.2 percent of the male population. While it shares the same pattern of disparity between the sexes with the rest of the world, its social and economic problems are unique to its own cultural environment, and as such its seriousness warrants special attention. The socio-economic constraints should not obstruct efforts to raise the literacy rates among the females. This is important, especially, where evidence has shown its positive correlation with the general level of socio-economic development, which in turn influences family life, children's education, health and nutrition.

Apelis (1988) makes a plea for the Papua New Guinea Government to participate in the UNESCO APPEAL programme (Asia Pacific Program of Education for All), stressing the urgency of the situation by concluding that 'with an annual population growth of about 2.8 percent and while only 33 percent of all school-aged children ever make it beyond community school, Papua New Guinea is bound to double its absolute number of illiterates by the turn of the century'.

Indeed, the illiteracy rate is decreasing, and has decreased significantly over the past two decades, as the following table shows:

Illiteracy Percentages: Papua New Guinea

	Both Sexes	Female	Male
1971	67.8%	77.2%	62.5%
1980	57.7%	68.7%	41.6%
1985	54.5%	64.7%	45.2%

While there are many problems associated with these statistics and their evaluation, it is generally accepted that illiteracy percentages are stabilizing, but that absolute numbers of illiterates are rising alarmingly, provoking desperate appeals for the formulation of a 'national literacy policy' in Papua New Guinea and a considerable investment in Non-Formal Education as a means of combatting adult illiteracy (Nekitel, Apelis & Sukwianomb 1988)

The government of Papua New Guinea is by no means unaware of the problem, and in Part 1 of its National Public Expenditure Plan 1985-1988 it states, in part:

> 6.27 A major legacy of this historical experience is that despite the rapid growth in schooling, it still remains largely an experience for the minority. Among people who are not served by the system are:
>
> (i) the two-thirds of adults who are illiterate
>
> (ii) the 28 per cent of children who do not start community school
>
> (iii) the 54 per cent of children who do not finish community school
>
> (iv) the 84 per cent who do not attend provincial high school
>
> (v) the 95 per cent who do not receive some form of higher education
>
> (vi) those unschooled, school leavers or adults who do not receive no-formal education, and
>
> (vii) the handicapped and impaired
>
> (National Public Expenditure Plan 1985-1988:128)

While one can quibble with the accuracy and interpretation of the educational statistics produced by various bodies for Papua New Guinea, the picture which emerges is clear, for the percentage of students who fail to complete primary school (community school) almost exactly matches the illiteracy percentages reached by both national survey and UNESCO estimation. The prospect of providing universal primary education as a means of eradicating illiteracy is a daunting one, for in spite of the huge budgetary commitment to education made annually by the Papua New Guinea Government, demographic factors militate against a purely financial solution.

Table 9

The Melanesian and Polynesian populations aged 15 years and over classified according to age - in five year age groups - and council area of enumeration in conjunction with the question whether the person ever attended school standard 7 - continued

1. Melanesian - continued

Council area	Sex	Attended standard 7	Age in five year age groups 15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-	N.S	Total
Protectorate Total	M	Yes	1,909	1,345	840	575	433	222	133	78	48	37	12	8	6	2	5,648
		No	6,072	4,388	4,868	4,100	3,904	3,087	2,771	2,314	1,826	1,590	1,166	863	1,436	22	38,407
		N.S.	1	3	1												
		Total	7,982	5,736	5,709	4,675	4,337	3,309	2,904	2,392	1,874	1,627	1,178	871	1,442	24	44,060
	F	Yes	790	459	219	94	28	11	9	8	3	2			1	2	1,624
		No	6,258	5,244	5,462	4,157	4,008	2,913	2,597	1,850	1,462	1,107	759	495	603	2	36,917
		N.S															
		Total	7,048	5,703	5,681	4,251	4,306	2,924	2,606	1,858	1,465	1,109	759	459	604	2	38,541

4.2. Solomon Islands

In terms of literacy criteria, Solomon Islands census officials equated the completion of the highest grade in primary school with literacy. (Census 1970:87). Until 1975, primary education in the Solomons was provided in a seven year course divided into Junior(Standards 1-4) and Senior(Standards 5-7). The government attitude to and estimation of the attainment of literacy was as follows:

> Children who have completed Junior school level can hardly read or write and will forget their knowledge quickly if they do not practise the acquired skills regularly. As, in normal village life, opportunities and incentives to do so would be limited, the number of persons who had passed Junior schools was not considered as a satisfactory base for calculating 'literacy' ratios for Census purposes. Instead, respondents were asked by the enumerators whether they had attended Standard 7, the highest class of the Senior primary schools.

As with most other countries in the Pacific and Asia region, then, Solomon Islands educators saw the completion of primary schooling as synonymous with the attainment of literacy. Note, however, that after 1975, the primary school structure adopted changed to a six year system (Standards 1-6).

According to the 1970 Census, there were 7,581 Solomon Islanders aged 15 and over who ever attended Standard 7, that is, roughly 9% of the population. This is shown in Table 9: The table reveals that 14.7% of males aged 15 years and over attended Standard 7 (which is not to be taken as having completed Standard 7), while 9.6% of females interviewed attended. Significantly the number of females attending the final year of primary school compared to males represents only 22%, or only slightly more than 1 in 5.

Table 9 also shows that the development and spread of education in the Solomons is quite a recent phenomenon, since only 546 males (0.7% of the population 15 and over), and 34 females 40 years of age and over (0.05%) attended Standard 7, while among those 30 years and over the percentage increased to only 2.06% for males and 0.2% for females.

The full set of tables (see Solomons Census 1970) shows that there are marked contrasts in the geographical distribution of 'literates', with the Western Province having without doubt the highest level for the Solomons. There roughly 25% of all males aged 15-20 attended Standard 7, and in some council areas this proportion exceeded 30%. The Western Province also leads in the schooling of girls, the proportion of 'literate' females aged 15-30 being even higher than that of males of the same age group in Malaita and Eastern Districts (Eastern Province). This is reflected in Table 10.

Table 10: Number of males and females who ever attended Standard 7 per 1000 Melanesians of each age group by selected Council Area

Council Area	Males aged			Females aged		
	15-29	30-44	15 and over	15-29	30-44	15 and over
Shortland	317	215	189	317	47	139
Choiseul	182	156	137	97	9	50
Vella Lavella	227	219	180	124	23	67
Roviana	291	246	238	217	37	124
Marovo	314	248	219	122	26	62
WESTERN DISTRICT	257	217	194	152	25	81
MALAITA DISTRICT	135	45	66	39	4	19
Guadalcanal	187	49	98	62	9	32
Honiara	389	195	319	264	45	194
Ngela	100	75	72	20	8	11
Savo	153	49	70	51	12	28
Ysabel	176	114	124	113	30	58
Russell Island	153	74	95	39		20
CENTRAL DISTRICT	250	94	157	102	16	55
Makira	147	68	84	54	9	30
Ulawa	45	50	34	19		8
Santa Cruz	124	21	65	23	4	13
Reef Islands	112	72	69	26	12	16
EASTERN DISTRICT	129	60	75	40	8	22
Ships	284	96	211	250		154
PROTECTORATE	211	100	128	80	12	42

It should be observed, too, that literacy levels in the urban centres were noted to be considerably higher than average, especially in the capital, Honiara, as high as one-third of the adult population (Census 1970:98).

In his commentary on the White Paper *Education for what?* produced in 1974 by the British Solomon Islands Protectorate Policy Review Committee, the most important educational document yet published in the Solomons, Francis Bugotu points to Recommendation (xviii) of that report:

> That there should be universal education from standard 1 to form 2 by 1995 at the latest, and this programme should be accelerated if funds become more readily available.
>
> (Bugotu 1975:45)

Table 11: Population aged 4 and over by sex, level of education and age in 1975 at Census day.

ATTEND		AGE																			
LEVEL	SEX	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20-24	25+	N.S.	TOTAL
11. SOLOMON ISLANDS																					
ATTENDING:																					
std 1	M	19	70	256	695	786	417	212	113	58	31	10	8	3	6	1	1	4	2	-	2,692
	F	20	46	202	545	594	350	148	81	32	13	5	5	4	2	3	-	-	3	-	2,053
2	M	4	17	63	268	677	715	444	216	140	68	39	30	9	9	4	4	5	4	-	2,716
	F	2	10	55	194	482	515	289	193	94	40	10	10	9	3	5	-	6	4	-	1,921
3	M	2	4	26	72	192	490	662	465	327	149	71	53	19	11	9	4	12	6	-	2,574
	F	-	3	10	47	131	399	503	377	191	86	40	20	9	12	7	-	7	3	-	1.845
4	M	-	3	11	42	43	167	381	615	513	352	196	130	57	30	15	9	24	8	-	2,596
	F	-	-	8	18	31	103	268	397	340	199	91	61	24	17	5	7	9	3	-	1,581
5	M	-	-	5	8	23	46	130	368	519	472	337	250	122	61	25	11	20	5	-	2,402
	F	-	-	2	7	10	26	73	217	346	294	172	98	32	12	4	1	6	7	-	1,307
6	M	-	-	-	4	8	7	32	99	218	329	303	248	150	72	29	16	24	4	-	1,543
	F	-	-	-	-	3	9	17	54	161	237	189	120	64	21	5	2	5	1	1	889
7	M	-	-	-	-	3	7	11	29	64	189	286	371	268	218	108	69	77	24	1	1,725
	F	-	-	-	-	2	1	6	14	34	122	180	230	115	75	31	17	17	1	-	845
8	M	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	-	1	-	3
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NS	M	1	1	7	7	7	3	6	4	3	4	3	4	5	1	-	1	1	-	-	58
	F	-	-	5	5	7	3	1	4	1	1	1	-	-	-	-	-	-	-	-	29
TOTAL	M	26	95	368	1,096	1,739	1,852	1,878	1,911	1,842	1,594	1,245	1,094	633	408	191	115	167	54	1	16,309
PRIM.	F	22	59	282	816	1,260	1,406	1,305	1,337	1,199	992	688	545	257	142	60	27	50	22	1	10,470
TOTAL	M	-	-	-	-	-	2	1	1	17	36	64	126	203	228	187	142	206	11	-	1,224
SEC.	F	-	-	-	-	-	-	-	2	4	13	35	65	98	99	65	51	44	1	-	477
UNIV.	M	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	36	10	-	52
	F	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	2	9	4	-	17
OTHER	M	-	-	-	-	-	-	-	-	-	-	-	-	1	3	3	7	40	14	-	68
TERT.	F	-	-	-	-	-	-	-	-	-	-	-	1	3	4	4	3	12	9	-	36
LEVEL	M	-	-	-	1	-	-	-	-	2	1	-	-	-	-	-	-	-	1	-	5
N.S.	F	-	-	-	-	-	-	-	-	-	1	-	1	-	-	1	2	1	-	-	6
TOTAL	M	26	95	368	1,097	1,739	1,854	1,879	1,912	1,861	1,631	1,309	1,220	837	639	381	270	449	90	1	17,658
ATT.	F	22	59	282	816	1,260	1,406	1,305	1.339	1,203	1,006	723	612	358	247	130	85	116	36	1	11,006
NOT	M	3,616	3,387	3,048	2,087	1,200	1,001	774	790	725	686	693	999	1,179	1,480	1,431	1,588	6.701	36,418	140	67,943
ATTEND.	F	3,168	13,163	2,768	2,140	1,439	1,324	1,078	1,185	1,158	1,198	1.123	1,402	1,444	1,637	1,648	1,699	7,387	31,780	168	66,909
ATTEND	M	2	2	3	3	1	2	6	2	5	5	3	6	2	-	5	2	3	16	11	79
N.S.	F	-	-	2	2	4	1	4	2	-	3	2	1	-	-	3	-	2	16	5	47
TOTAL	M	3,644	3,484	3,419	3,187	2,940	2,857	2,659	2,704	2,591	2,322	2,005	2,225	2,018	2,119	1,817	1,860	7,153	36,524	152	85,680
	F	3,190	3,222	3,052	2,958	2,703	2,731	2,387	2,526	2,361	2,207	1,848	2,015	1,802	1,884	1,781	1,784	7,505	31,832	174	77,962

Yet the 1976 Census, the last to be taken in the Solomons to date, shows that a large proportion of the school-age population does not attend school. In fact Table 11, above, shows that in 1975 only 56% of the school-age population aged between 7 -12 attended.

Moffatt Wasuka (1987:89) reports that when the Solomon Islands gained its independence in 1978, only 65% of children of primary school age were able to attend school. Of these only 25% were able to proceed to secondary education. In other words, only 16.25% of the school-age population advanced beyond primary school at that time. Interestingly and quite independently of these figures, the former Chief Education Officer for the Solomons at that period informed the writer that according to his calculations in 1978, 16% of the population was literate in English.(Evan Thomas, personal communication 1988).

The 1980 Statistical Year Book for the Solomons provides educational statistics covering the period 1970-1979. Between 1970 and 1979 the primary school population grew from 21,270 to 26,973, of whom 16,039 (59%) were male and 10,934 (41%) female students. Table 12, reproduced below, shows that the growth in the primary population was extremely slow in the period 1972-1979, a period in which the annual population growth rate was approximately 3.4% (Kane & Lucas 1985:118). In other words, the percentage of school-age children attending primary school would have dropped significantly over the period.

Since the establishment of a new Secondary education system in 1976, see 3.1.2. above, one very significant factor has emerged, namely that entry places to Form 1, the first year of secondary studies, is fixed, and will remain so until more schools, be they national or provincial secondary schools can be financed and staffed. This means, effectively, that the percentage of primary school leavers entering secondary school will continue to decrease as a natural function of the high population growth rate, and that there will be greater and greater numbers of illiterates in Solomon Islands society. At the same time the disproportion between male and female students continues at secondary level, as the ration of male to female students continues at 2:1 at best (29% of enrolments at national secondary schools were females in 1979, 27.3% in provincial secondary schools,see tables 5 and 6, Appendix).

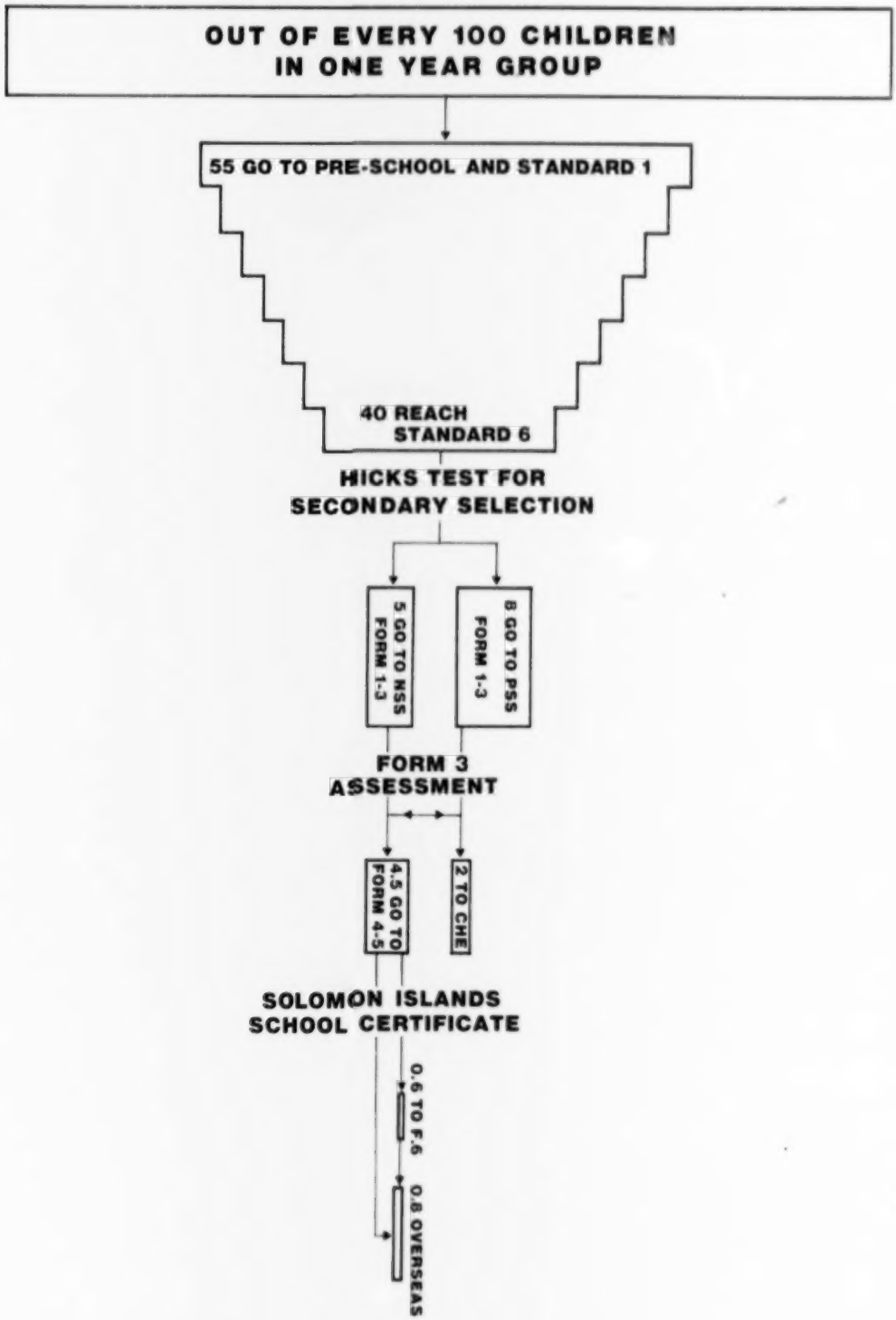
There have been no national literacy surveys in recent times in the Solomon Islands. However, in 1987 an important document was produced by the Curriculum Development Officer (Secondary) of the Solomon Islands Department of Education, entitled *Curriculum Handbook 1987-1988*. The handbook contains up-to-date educational statistics which are crucial in any assessment of problems of illiteracy in that country. The first is a graphic representation of an inverted education pyramid, reproduced as Table 13 below.

Table 12 : Primary schools enrolment by standard 1970-1979

Standard	1970	1971	1972	1973	*1974	1975	1976	1977	1978	1979
1	...	5,357	5,259	5,025	5,528	5,928	5,569	5,168	5,263	5,110
2	...	5,027	4,848	4,635	4,718	4,508	4,982	4,835	4,659	4,859
3	...	4,215	4,617	4,439	4,600	4,825	4,387	5,043	4,503	4,623
4	...	4,080	4,051	4,373	4,141	4,138	4,446	3,967	4,474	4,358
5	...	2,482	2,443	2,595	2,723	3,965	3,770	3,726	3,931	4,165
6	...	2,035	2,296	2,170	2,294	2,580	3,867	3,651	3,919	3,858
7	...	1,948	2,056	2,205	2,084	2,275	-	-	-	-
TOTAL	21,270	25,144	25,570	25,442	26,088	28,219	27,021	26,390	26,749	26,973

*Estimate

Table 13 : Solomon Islands Education Pyramid



The key point raised in the document is that in spite of Primary and Secondary Expansion Projects the proportion of Standard 6 pupils going on to Form 1(the first year of high school) will not change much in the near future, for as the number of places at form 1 to 3 level increases, so too do the numbers in Standard 6(the last year of primary school). The point is brought home poignantly when the following is considered. In the Solomon Islands:

> Out of very 100 school-age children
>
> 45 never attend school
>
> 55 go to standard 1 (first year primary school)
>
> Of the 55 entering primary school, about 15(30%) drop out before Standard 6 (final year of primary school)

This means that only 40 of the original 100 school-age children reach Standard 6. As pointed out in 3.3.2. above, there are two kinds of secondary schools. National Secondary Schools are five-year schools with an academic bias and an expectation of further training or paid employment at the end. Provincial Secondary Schools are three-year schools with a vocational/practical bias. Only a minority of students leaving these obtain further training or paid empoloyment.

About 560 or 12% of pupils leaving Standard 6 go to National Secondary Schools and about 960 or 20% go to Provincial Secondary Schools. This means a total of about 32% of primary leavers or 13% of the original age group go to secondary school. Entry to Provincial Schools varies greatly between provinces as each province has either 2 schools with 140 places per year or 1 school with 105 places. But populations of provinces are very different. For instance in Malaita, with 2 Provincial Schools and a population of over 80,000, less than 14% of Standard 6 leavers go to these schools.

At the end of Form 3 in both types of secondary school, there is a further selection test, on the basis of which 470 or 35% of those leaving Form 3 go on to Forms 4 and 5 in National Secondary Schools. About 90% of these some from the National Secondary Schools and 10% come from the Provincial Secondary Schools. About 200 or 15% of those from Provincial Secondary Schools go on to the College of Higher Education, where they receive training, for example, in primary teaching, nursing or technical skills. By Form 4, then, only about 6.5% of the original age group are still in school or further education. At the end of Form 5, the National Secondary Schools students sit the Solomon Islands School Certificate. On the basis of this about 65 or 14% enter the one-year sixth form at King George VI School. This is less than 1% of the original age group.

In spite of the development projects mentioned above, there will be no significant increase in the proportion of the total age groups going to school, because of the rapid increase in population. At present, with more Standard 6 leavers each year but no increase in Form 1 places, the proportion of Standard 6 leavers going to secondary school is decreasing each year. The announced Expansion Project will only put a stop to this decline and put the proportion back to what it was before.

This means that by criteria for literacy defined above (mainly the completion of primary school), there will be something in the order of 60% illiteracy in theSolomon Islands unless some remedy can be found. The problem and the proportions are very similar to those discussed above for Papua New Guinea. With little prospect of real expansion in formal education, the main hope lies in non-formal education programmes.

4.3. Vanuatu

In Vanuatu there was a first national census in 1967 and a second in January 1979. The next census for Vanuatu is planned for 1989. Neither of the censuses taken recorded data on illiteracy or levels of schooling. Education statistics have, however, been collected by the Vanuatu Ministry of Education, some of which have been published in the December 1984 Mid-Term Review of Vanuatu's First National Development Plan.

In 1967 the population enumerated was 77,988. By the census of January 1979 this number had grown to 111,251. The estimated population in 1984 was 127,960, with an annual population growth rate of 3.2%.

As with the Solomon Islands, there has been no national testing of literacy in any language, be it English, French, Bislama or any of the 105 vernacular languages of the republic. Thus the criteria for the establishment of literacy generally accepted in the Asian-Pacific region, namely the completion of primary education, will be adopted here as it was for the Melanesian countries previously considered. It should be noted that in Vanuatu, unlike other Melanesian countries, there are two sets of schools, some English-medium and some French-medium, inherited from the colonial Anglo-French Condominium, from which Vanuatu gained independence on 30 July 1980.

In 1980 there were 68.6% of all children aged 6-12 years enrolled at primary schools in Vanuatu, see Table 14 , below. For children aged between 13 and 15, 60.5% of Vanuatu children were enrolled in primary schools, a very large proportion of the primary school population.

Table 14 : Comparison of Primary School Enrolment by Age Group 1980-1981

	1980	1981
Total enrolment	21,015	22,024
Cohort aged 6-15	31,644	32,625
Percentage of cohort enrolled	66.4%	67.5%
Enrolment aged 6-1	15,879	17,065
Cohort aged 6-12	23,156	23,874
Percentage of cohort enrolled	68.6%	71.5%
Enrolment aged 13-15	5,136	4,959
Cohort aged 13-15	8,488	8,751
Percentage of cohort enrolled	60.5%	56.7%

In 1981 there were 3,146 pupils in their final year of primary school education in both English- and French-medium schools. Of these 669 went on to attend Form 1 of junior secondary school. This represents an intake of about 21% of primary school leavers into the secondary school system. The comparative figure for 1982-3 was about 23%. If the number of secondary school pupils is considered as a percentage of all chilren in school, then the percentages for 1982 and 1983 are 8.5% and 9.2% respectively.

By 1983 68% of children aged betwen 6-15 were enrolled at primary school, some 22,244 pupils. Some 10% of children aged betwen 12-20 attended secondary school, or 10% of the population in that age group.

UNESCO sources report, surprisingly, that by 1985 Vanuatu was close to achieving universal primary education, with a national net (i.e. age-specific) enrolment ratio of 88% for the 6-year-old population. In view of the 1983 figures listed above, and for a number of other reasons, this figure cannot but be significantly inflated for a number of reasons. First, there were 23,000 primary pupils enrolled in 1985, an increase of only 756 pupils on the 1983 figures. While the 6-year-old figures may have increased significantly, the total enrolments represent an increase of only 3.2% on 1983. More serious, however, is the fact that 66% of the 252 primary schools in Vanuatu offer incomplete courses, as Table 15, below demonstrates.

Table 15: Primary schools by number of grades,by region, 1985

	Schools with grades 1-6		Schools with 5 grades only		Schools with 4 grades or less		Total
Region	No.	%	No.	%	No.	%	
01 Banks/Torres	4	33	2	17	6	50	12
02 Santo/Malo	12	34	3	9	20	57	35
03.Ambae/Mae.	8	36	5	23	9	41	22
04.Pentecost	7	33	1	5	13	62	21
05 Malekula	13	35	4	11	20	54	37
06 Ambrym	7	47	3	20	5	33	15
07 Paama	3	60	0	-	2	40	5
08 Epi	3	43	3	43	1	14	7
09 Shepherds	4	27	1	6	10	67	15
10 Efate	17	52	3	9	13	39	33
11 Tafea	9	18	10	20	31	62	50
Vanuatu	87		35		130		252
		34%	14%			52%	

In fact in two out of three schools organize first-year classes at irregular intervals, usually every other year. As a consequence, these schools do not have the complete 6-year primary course, and in most cases the sequence of years is not continuous.

In 1986, Education Department statistics show that 25,077 were enrolled at primary school in Vanuatu, see Table 16 below, with 15,246 pupils in English-medium and 9,831 in French-medium schools, some 60% and 40% respectively. Of the 25,077 pupils enrolled, 54.5% (13,668) were males and 45.5% (11,409) females.

Table 16: Primary School Enrolments 1986 By medium of instruction, local government region and year of study

Region	Medium of Introduction	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total
01 Banks/Torres	F	38	65	29	24	20	34	210
	E	239	145	111	105	108	134	842
02 Santo/Malo	F	371	274	195	228	205	229	1502
	E	403	399	352	342	287	249	2032
03 Ambae/Maewo	F	94	82	42	56	62	135	471
	E	381	288	245	254	224	283	1675
04 Pentecost	F	166	191	161	101	108	144	871
	E	359	136	215	287	179	213	1389
05 Malekula	F	411	349	305	280	268	401	2014
	E	420	306	330	296	339	242	1933
06 Ambrym	F	124	129	97	96	102	142	690
	E	167	111	110	102	103	121	714
07 Paama	F	29	25	27	17	19	39	156
	E	62	45	47	48	46	72	320
08 Epi	F	17	11	12	11	23	23	97
	E	126	68	103	91	110	111	609
09 Shepherds	F	97	70	65	65	58	54	409
	E	157	79	95	90	102	128	651
10 Efate	F	241	260	271	236	275	360	1643
	E	502	467	403	400	455	388	2615
11 Tafea	F	391	323	263	254	259	280	1770
	E	693	360	430	362	310	311	2466
Total	F	1979	1779	1467	1368	1399	1841	9831
	E	3509	2404	2441	2377	2263	2252	15246
Grand Total (Both Mediums)		5488	4191	3908	3745	3662	4093	25077

In summary, the Vanuatu enrolment pattern may be set out as follows: Out of every 100 pupils who enter primary school:

- 40 drop out before Year 6 (end of primary school)
- 15 enter junior secondary school
- 12 complete Form 3 (3 years of secondary education)
- 6 go to senior secondary schools

The demand for places in schools far exceeds those available, even though education in Vanuatu is non-compulsory and fee-paying.

However, the net result is grim in terms of illiteracy, for if there is a realistic primary enrolment of around 70% (68% attested in 1983), and 40% drop out before attaining the minimum literacy level of Year 6, then only 60% of the original 70%, some 42%, achieve literacy. Even if all Year 6 school-leavers went on to secondary school, which we know from the statistics presented above is far from the case, then Vanuatu would be faced with something like 58% adult illiteracy. With a population growth rate of arounf 3.2% per annum, the population will double in a further 22 years, with a corresponding blow-out in the numbers of illiterates, a situation mirrored in both Papua New Guinea and the Solomon Islands.

4.4. New Caledonia

New Caledonia is very different from the rest of the countries in Melanesia in that it is not an independent country, but rather a French Overseas Territory. As such it is educationally a part of France and as such is part of the French National Education system. The teachers all have standard French qualifications, no matter what their ethnic background. The curriculum taught is the same as that taught in France. Education is compulsory by law up to the age of fourteen years.

According to the 1983 Census, the population of New Caledonia is 145,368. 43% of the population is Melanesian, 35% European and 12% Polynesian (Wallisians & Tahitians). This naturally makes any comparison with other Melanesian countries very difficult and perhaps not very profitable. School enrolment figures are much higher for New Caledonia that for any other country in Melanesia, as shown in Table 17, below.

Table 17: School Enrolment by Sex and Age (in %)

Age	Sex Male	Females	Combined
Less than 5	29	30	30
5 and over	95	95	95
6 and over	98	98	98
7 and over	98	99	98
8 and over	99	98	98
9 and over	98	98	98
10 and over	98	98	98
11 and over	98	99	98
12 and over	98	97	98
13 and over	96	97	96
14 and over	93	91	92
15 and over	84	84	84
16 and over	69	68	68
17 and over	56	58	57
18 and over	37	35	36
19 and over	18	21	19

As far as literacy in French is concerned, with the benefit of almost universal schooling, both primary and secondary, nearly the whole population over 5 years of age can speak, read or write French. The following percentages were recorded in 1983 for New Caledonian residents aged 5 and over.

Table 18: New Caledonian Literacy Statistics 1983

Knowledge of French	5-19	20-39	40-59	Over 60	Total
Speaks French					
-male	99	99	98	90	98
-female	99	99	93	83	97
-combined	99	99	95	87	97
Reads French					
-male	95	98	92	73	94
-female	95	97	86	70	92
-combined	95	98	89	71	93
Writes French					
-male	94	97	91	71	93
-female	94	97	84	68	91
-combined	94	97	88	70	92

The statistics in the above table show that there is almost no illiteracy in the age group from 5 to 20, while for the oldest age group, 60 years and over it is relatively high, somewhere in the region of 25-30%, probably reflecting the fact that the French education system did not achieve nearly the same coverage in the early years of the century as it does today. In a comparison of urban versus rural literacy, the figures for the area outside Noumea show a fall of 5-10%.

When Europeans and Melanesian literacy rates in French are directly compared, the Melanesians naturally score worse, since they are being tested for literacy in a language other than their mother tongue (there are 28 Melanesian vernaculars spoken in New Caledonia and the Loyalty Islands). The table comparing European and Melanesian literacy rates in New Caledonia is as follows:

Table 19: Levels by Ethnic Group (Europeans & Melanesians)

	Europeans	Melanesians
Speaks French		
-male	96	87
-female	96	85
-combined	96	86
Reads French		
-male	91	81
-female	90	78
-combined	90	79
Writes French		
-male	91	80
-female	90	77
-combined	90	78

The above table covers the total population for both groups, including children under 5 years of age. The 1983 Census compilers note that these figures favour Europeans, since the Melanesians generally had more children under 5 at the time the Census was taken. The Census compilers note also that the terms 'read French', 'write French' and 'speak French' are open to a wide range of interpretations and as such should be taken as general indications of how respondents rated themselves rather than as an objective measured rating. Details of numbers of literate residents, by commune, level of education and sex are reproduced in Table 7 in the Appendix to this report.

4.5. Fiji

Fiji will not be discussed at length as it has already achieved almost universal primary education and enjoys a literacy rate of 80% or higher according to UNESCO estimates, reflecting both its former colonial situation and perhaps more importantly the fact that it is quite unlike the other countries of Melanesia in not being plurilingual. (As noted above, Fiji in fact has only two Melanesian vernaculars commonly perceived as a single language, Bauan, together with Hindi ,spoken by the Fiji Indian population).

The 1985 UNESCO estimates of illiteracy in Fiji are as follows:

Age group	Illiterate population			Percentage of illiterates		
	Total	Male	Female	Total	Male	Female
	64,000	21,000	43,000	14.5%	9.8%	19.1%

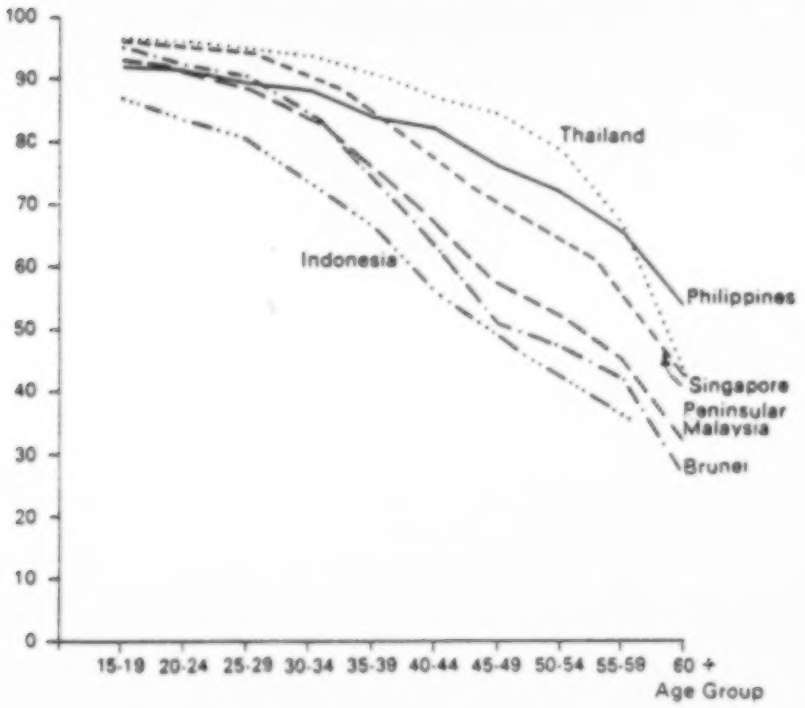
5. Comparison With Other Regional Countries

Jones (1987) observes that in developing countries as a whole, the net social return from investment in educatiion is normally higher than that from investing in physical capital and that the highest returns tend to be from investment in primary education.

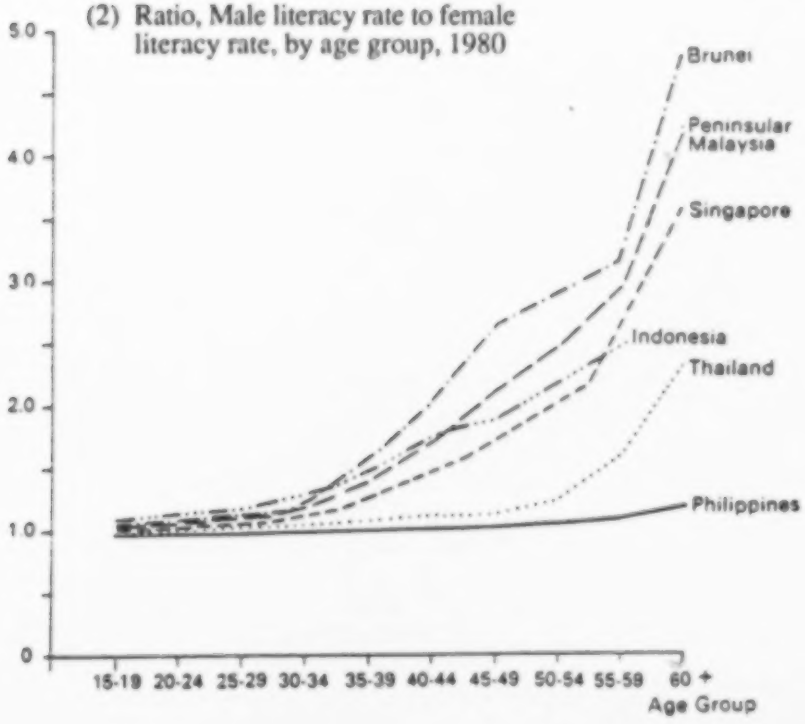
In 1960, the Karachi Plan, adopted at a major international meeting sponsored by UNESCO, set the goal of providing at least seven years universal and free primary education, with 1980 as the target date for its achievement. Although this goal has not been achieved everywhere, and significantly not in Melanesia, many countries of Asia have now achieved universal primary education, including all the ASEAN countries (Thailand, Indonesia, Philippines, Singapore, Malaysia and Brunei). In Asia, too, the proportion of secondary school aged children in school has risen sharply, and the imbalance in the sex ratio in the schools, formerly extreme in many of the South Asian countries in particular, has been lessened though certainly not removed.

For the ASEAN countries, Jones (1987) has produced a graphic representation of a number of educational variables, including percentages literate by age group, male to female literacy ratios and percentages of children currently attending school by age. In spite of the fact that while of all indicators of levels of education among a population literacy tends to be the most widely available but also the least precise (see also section 6, below), the graphs reproduced here serve as a useful point of comparison with the educational picture for Melanesia traced above.

Table 20 : ASEAN Countries
(1) Percentage literate by age group 1980



(2) Ratio, Male literacy rate to female literacy rate, by age group, 1980

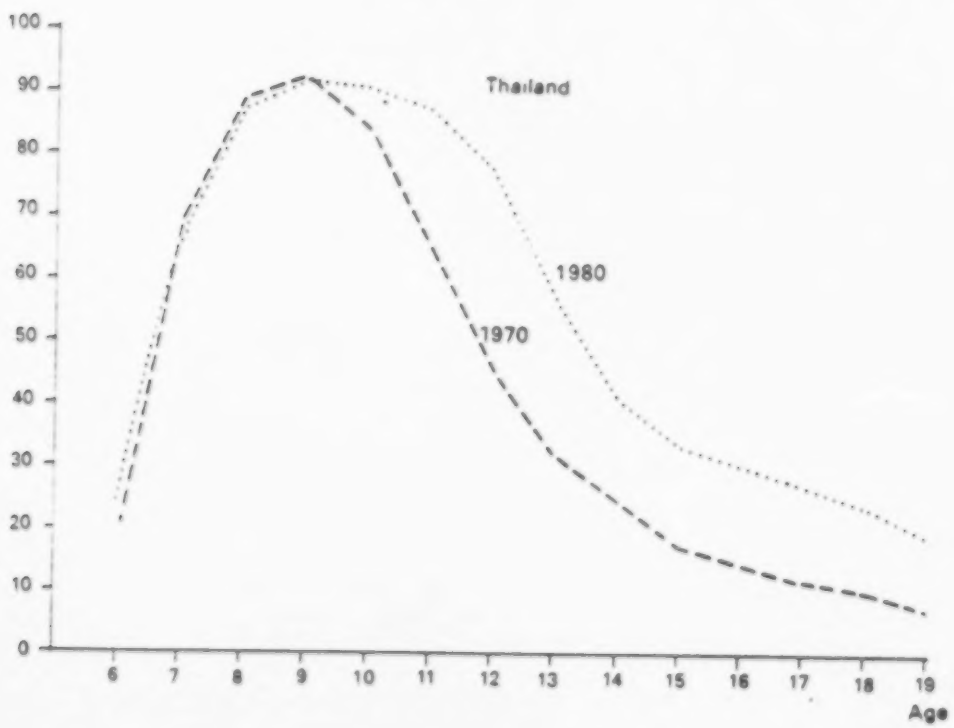


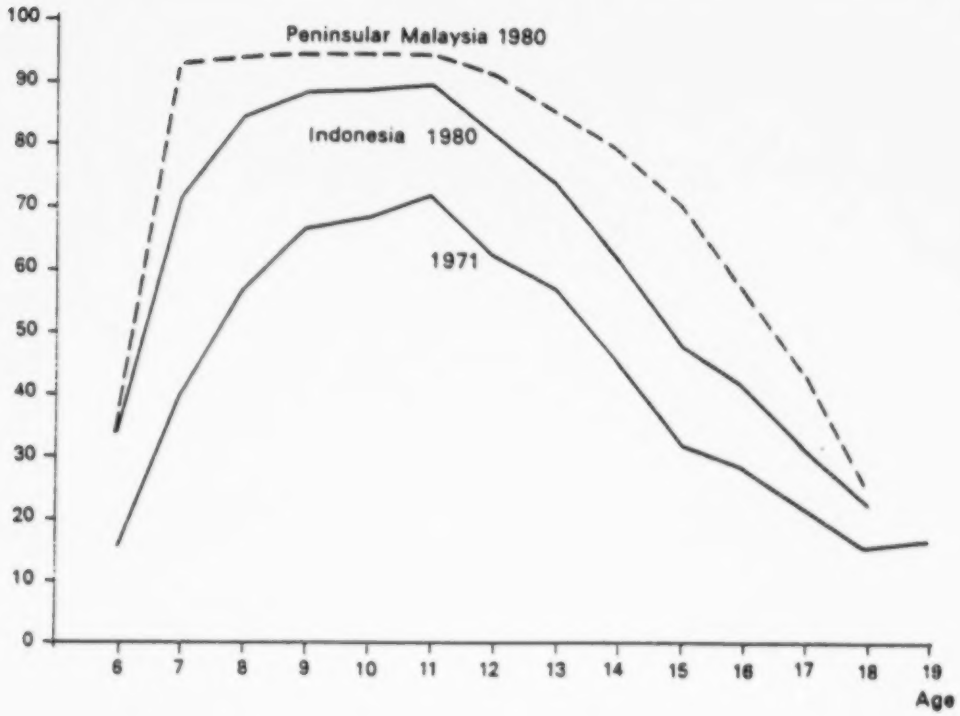
Jones observes that trends across generations for individual countries should be more reliable than cross-country comparisons and that they show the great strides in literacy in Asia in the postwar years. He notes that the rise has been less sharp in the Philippines than elsewhere, but only because the older generation of Filipinos already had higher literacy levels than in most other countries. Sex differantials in literacy vary widely among the older generations in the ASEAN countries, although they are slight in all countries at ages below 30.

An examination of the graphs shows a marked difference from the picture in Melanesia, where literacy rates for the populations under 30 years of age are much lower than the 85%-95% literacy rates achieved in the ASEAN countries. Indeed the maximal whole population literacy rate estimated for any of the plurilingual Melanesian countries considered here (excluding New Caledonia) is less than 60%. In terms of sex differentials, female literacy rates are very significantly lower than for males. The 1985 estimate for Papua New Guinea, for example puts female literacy at 35.3%, while male literacy stood at a still alarming 54.8%.

Another key variable which may be compared between Melanesia and the ASEAN countries is the percentage of children currently attending school. The picture for the ASEAN countries is presented in the following graph:

Table 21 : Percentage of Children Currently Attending School by Age, 1970 & 1980





While the graphs represent only Thailand, Malaysia and Indonesia, they clearly point to a significantly higher percentage of children attending school than that recorded for Papua New Guinea, the Solomon Islands and Vanuatu, especially at the primary level, 6-12 years. As noted above, the maximal crude enrolment figures for the Melanesian countries just listed is in the order of 65%, not allowing for a significant drop-out percentage. In Indonesia, Thailand and Malaysia, actual attendance figures at primary school age had reached 85%-95% by 1980.

Finally, useful comparisons can be made between the ASEAN and Melanesian countries in terms of percentage of the populations completing Junior Secondary School. The picture in the ASEAN countries is as follows:

Table 22 ASEAN countries
Percent Completed Junior Seconday School by Age Group 1980

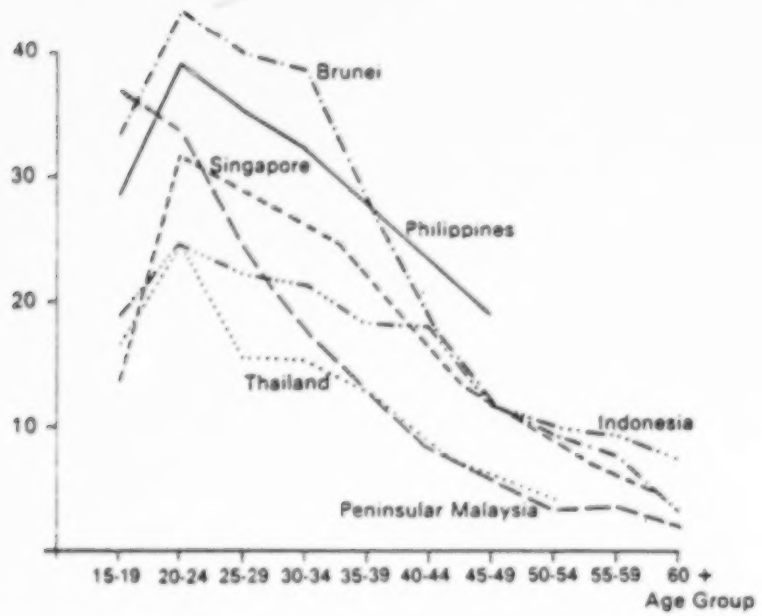
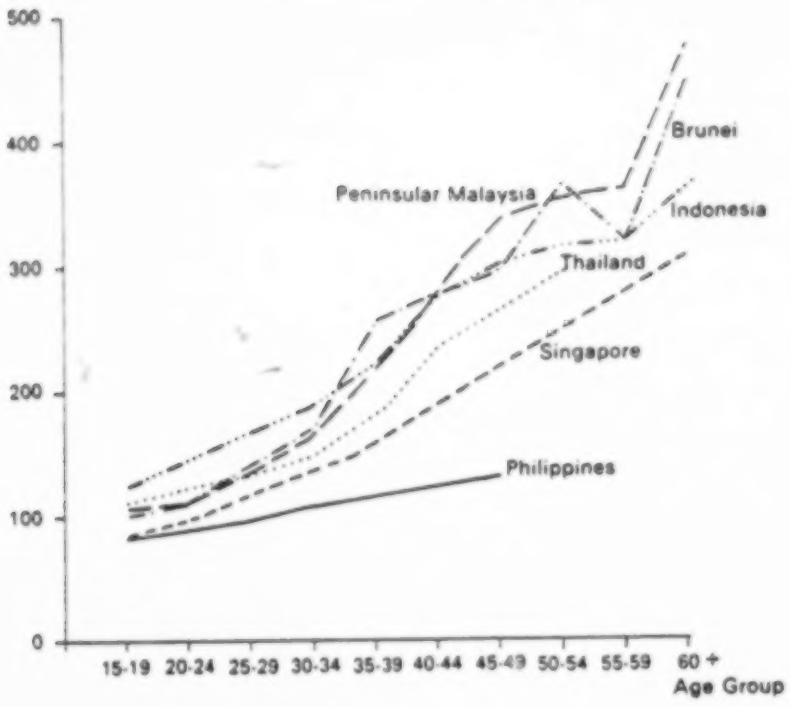


Table 23 ASEAN countries
Sex ratio(Males per 100 females) of population with Completed Junior Secondary School, by age group, 1980



* *Males per 100 Females*

The above graphs show that some ASEAN countries have reached as high as 45% with respect to the percentage of the population which has completed Junior Secondary School, while others are as low as just under 25%. While Papua New Guinea, the Solomon Islands and Vanuatu are well behind, these results show that the target expressed in the Melanesian countries of about 25% is a realistic one.

6.0 Literacy and Melanesian Society: Problems & Perspectives

6.1. Literacy and Pre-Literate Societies

As previously remarked in this report, although literacy tends to be the most widely available indicator of achievement in education, it is also the least precise. Definitions of literacy vary greatly according to the society for which it is defined. Some typical definitions in census taking in South-East Asia are as follows:

Thailand:	Able to read and write simple statements in any language
Singapore:	Able to read with understanding a newspaper
Philippines:	Able to read and write a simple message in any language or dialect
Indonesia:	A person who can read and write a simple message or sentence in any character.
Malaysia:	Able to read a newspaper and write a simple letter; the 'semi-literate' (able to read but not write) were added to the literate for our purposes because their exclusion tends to under-estimate literacy for the Chinese, many of whom can read but not write the difficult Chinese characters.

Common Anglo-Saxon definitions include:

Australia:	Able to read and write
England	Acquainted with letters; educated, learned

The range of the above definitions is very great. The Asian definitions, which are by and large applicable to the whole Asian-Pacific region, would pass as 'technically literate', but hardly 'functionally literate' or 'effectively literate' in societies with a lengthy literary tradition. Yet there is a common element in all of them, namely the ability to read and write a simple message. Perhaps the Asian definitions cited above could answer to what people from societies with an established literary tradition would term 'minimal literacy', failure to achieve which would put any person tested, regardless of society, into the category 'illiterate'. This would seem a reasonable definition of an 'illiterate' for purposes of this report. In the absence of a universally agreed definition of 'literate' and 'illiterate', however, all testing will most profitably be country-specific. This presumes that any testing agency will define its criteria for literacy for purposes of any particular in-country test. Such a procedure is of course subjective, but at least some meaning can be assigned to test results if criteria have been set down.

It would appear, in the light of the definitional problem raised above, that cross country literacy comparisons are at best approximative and should be interpreted on a broad scale if they are to serve any useful purpose. Perhaps it is for this reason that education authorities around Melanesia have not applied a measured test criterion for the achievement of literacy, but rather the practical rule of thumb based on years of experience and observation, namely that those who have completed six years of primary schooling can for all practical purposes be deemed to be literate.

There are of course a number of other issues which could have been raised in connection with literacy testing, such as the nature and difficulty of the material to be read, the background of the reader, age and sex. Such issues are marginal to the thrust of this report, which is concerned more with the broader aspects of illiteracy assessment.

A central problem in discussing literacy and illiteracy in Melanesia is that with very few exceptions the language in which literacy is to be achieved is not the mother tongue of the student, for English is the language of instruction in schools in Papua New Guinea, the Solomon Islands and in the English-medium schools of Vanuatu; it is French in Vanuatu French-medium schools and in New Caledonia. In Fiji, which is only marginal to this report, the language of instruction is the local vernacular for the first three years of primary schooling. It is a great handicap to have to achieve initial literacy in a language other than one's mother tongue. It is perhaps for this reason, among others, that illiteracy rates in Fiji and so dramatically lower than in other Melanesian countries.

6.2. Some Practical Considerations

Perhaps the greatest single problem in the campaign to eradicate illiteracy in Melanesia, and the statistics show the gravity of the situation, is to achieve universal access to primary education. This is the main thrust of the UNESCO APPEAL programme, which aims to see that primary education is universalized in Asia and the Pacific before 2000. However, there are a number of lesser problems which could easily undermine the considerable efforts to eliminate illiteracy currently in progress.

First, there is the problem of teacher training, for while many teachers are of the highest calibre and dedication, it is not uncommon for them to be less than completely comfortable in their medium of instruction, be it English or French. This situation is less than ideal for students.

Another cause of concern is the high drop-out rate among primary pupils before they reach Grade 6. More tragic, perghaps, is the plight of those students who have managed to achieve literacy, but who have left school at the end of Grade 6 and lapsed into illiteracy within a few years. This leads to the problem of illiteracy in adolescents and adults, a problem which calls for national campaigns in non-formal education (NFE), a key area which regional governments have so far lacked funds and infrastructure to co-ordinate.

Attention to redressing the imbalance between male and female students in Melanesia is also pressing. Socio-economic constraints should not obstruct efforts to raise literacy rates among females, for the evidence shows that there is a positive correlation between female education and general socio-economic development, which in turn influences family life, children's education, health and nutrition.

Because of the very high population growth rate in Melanesia, with population numbers predicted to double every twenty to twenty five years, a considerable investment of energy and capital will be required if universal primary education is to be achieved. In Asia the problem has been limited in that universal primary education has largely been achieved, so eliminating one of the two key elements in the struggle to eradicate illiteracy, the other being to lower the population growth rate. In Melanesia the problem is a double one, with considerable implications for international aid organisations and regional governments. It is a double-edged sword, for while the problem must be answered Melanesian governments will have to continue to confront the question 'Education for what?' in the context of a population growing so rapidly that major cultural and sociological changes are inevitable within many decades.

7.0. Implications

The preliminary report on illiteracy in Melanesia presented here has important implications for UNESCO especially, since one of UNESCO's main priorities over the next ten years is to foster the development and renewal of primary education and to promote the total elimination of adult illiteracy. To quote from the report on the Fifth Regional Conference of Ministers of Education and Those Responsible For Economic Planning In Asia And The Pacific meeting held in Bangkok in March 1985:

> The goal of universalizing primary education would be difficult to reach if illiteracy in the adult population is not at the same time eliminated; on the other hand, eradication of adult illiteracy is possible only if primary schooling is provided for all children. The eradication of illiteracy and the provision of universal primary education reinforce and complement each other in strengthening the motivation to learn, in the mobilization and use of available financial, material and human resources, and in linking such educational action to national development goals and the struggle against poverty and deprivation
>
> ED-85 / MINEDAP / 3: 39

Among the many Pacific nations there are very few members of UNESCO. Only Papua New Guinea, Fiji, Tonga and Samoa figure in UNESCO Bangkok's publications as late as 1986. Yet the only Melanesian member state, Papua New Guinea, is listed as one of the seven member countries in the Asia-Pacific region with a literacy level of below 50%. This set of countries has become the focus of special attention from UNESCO and stands to benefit most from its APPEAL programme, which seeks to universalize primary education in the region by the year 2000 and in so doing eradicate illiteracy. This preliminary report shows that two other Melanesian states, namely the Solomon Islands and Vanuatu share an illiteracy level similar to that established for Papua New Guinea, and that the problem in this region will undoubtedly become gravely exacerbated within a short time by the very high annual population growth rate which prevails in the countries which constitute Melanesia. Thus it will be important for more Pacific nations, and in particular the Solomon Islands and Vanuatu to become members of UNESCO so as to maximally benefit from the APPEAL programme. At the same time it is important that UNESCO, both regionally and globally, renew its efforts to maximize the educational assistance which it can bring to the Melanesian states. The burden of responsibility does not rest entirely with UNESCO, however, as major Pacific aid donors such as Australia and New Zealand also have serious obligations in this regard.

APPENDIX

Table 1: Population (mid 1984) and Average Annual Growth Rates

	Estimated Population mid-1984	Average Annual growth rate 1975-80	1980-85
	'000	%	%
POLYNESIA			
American Samoa	34.7	1.8	1.7
Cook Islands	16.3	-1.4	-2.1
French Polynesia	159.0	2.1	2.0
Niue	3.3[a]	-3.2	n.a
Tokelau	1.6[b]	0	n.a
Tonga	106.0	1.6	2.0
Tuvalu	8.1	3.9	1.6
Wallis and Futuna	12.1	4.1	2.7
Western Samoa	162.0	0.7	0.9
MELANESIA			
Fiji	686.0	1.9	2.0
New Caledonia	148.0	0.9	1.5
Papua New Guinea	3,353.0	2.7	2.8
Solomon Islands	263.0	3.4	3.6
Vanuatu	130.0	2.7	2.7
MICRRONESIA			
Guam	115.0	0.9	1.6
Kiribati	61.4	1.6	1.6
Nauru	7.7	1.3	1.3
TTPI	126.0	2.0	2.0

Notes: (a) Population at the 1980 Census

(b) Population at the 1981 Census

Sources: John Connell, *Migration, Employment and Development in the South Pacific, Country Report No.11, Niue*, SPC/ILO, 1983; *Migration, Employment and Development in the South Pacific, Country Report No.17, Tokelau*, SPC/ILO, 1983; South Pacific Commission, *South Pacific Economies 1980 Statistical Summary*, August 1982; US Bureau of the Census, *World Population 1983 - Recent Demographic Estimates of the Countries and Regions of the World*, Washington, DC. 1983.

Table 2: Number of primary and secondary schools, by province (Papua New Guinea)
(Source: Department of Education)

	Primary schools (a)					Secondary schools				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
Western	56	63	68	71	75	2	2	2	3	3
Gulf	47	50	54	59	63	2	2	2	2	2
Central	102	107	109	115	113	8	6	6	6	6
National Capital District	33	33	31	33	33	4	6	6	6	6
Milne Bay	135	140	148	150	149	4	4	4	4	4
Northern	67	69	70	73	74	2	2	2	2	2
Southern Highlands	105	108	113	114	124	3	4	4	5	5
Enga	46	52	60	63	67	3	3	3	4	4
Western Highlands	91	96	98	114	104	5	5	5	5	5
Chimbu	81	76	85	84	81	4	4	4	4	4
Eastern Highlands	135	143	162	160	164	3	4	5	6	6
Morobe	156	161	168	167	172	7	7	7	7	7
Madang	102	105	107	107	114	4	4	4	4	4
East Sepik	122	123	129	133	138	5	5	5	6	6
West Sepik	79	79	89	95	100	3	3	3	4	4
Manus	51	48	48	50	51	2	2	2	2	2
New Ireland	98	99	99	98	98	5	5	5	5	5
East New Britain	113	113	117	117	117	9	9	9	9	9
West New Britain	71	72	73	76	82	2	2	3	3	3
North Solomons	127	124	124	115	127	5	5	5	5	5
	1,817	1,861	1,952	1,994	2,046	82	84	87	94	94

Table 3: Number of primary and secondary teachers, by province (Papua New Guinea)
(Source: Department of Education)

	Primary schools (a)					Secondary schools				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
Western	260	266	266	273	290	38	33	28	37	46
Gulf	219	226	232	239	224	18	27	26	28	28
Central	456	441	449	424	439	103	121	104	104	109
National Capital District	353	358	376	380	435	120	129	100	108	112
Milne Bay	456	459	528	475	482	69	65	71	70	71
Northern	226	239	253	247	260	47	34	37	40	37
Southern Highlands	434	465	484	517	568	37	48	51	55	57
Enga	226	264	310	334	342	30	33	36	41	44
Western Highlands	474	532	545	579	601	57	56	59	65	64
Chimbu	393	394	438	438	432	54	59	65	71	75
Eastern Highlands	459	499	627	600	699	56	77	70	96	94
Morobe	669	688	739	734	824	99	115	105	112	106
Madang	538	531	540	537	561	86	83	82	76	80
East Sepik	531	545	599	606	645	72	73	76	85	97
West Sepik	283	305	326	333	356	40	34	39	42	45
Manus	122	120	118	115	114	35	27	25	29	27
New Ireland	305	306	305	292	294	47	57	58	61	70
East New Britain	554	561	574	616	649	164	193	145	141	154
West New Britain	358	356	376	376	400	29	28	34	35	45
North Solomons	508	512	483	475	477	81	86	71	71	76
	7,824	8,067	8,568	8.590	9,092	1,282	1,378	1,282	1,367	1,437

Table 4: Primary education: Number of schools and pupils by administering agency 1970 - 1979
(Solomon Islands)

Year	Government				Private Sector				Total			
	No. Schools	No. Pupils M	F	Total	No. Schools	No. Pupils M	F	Total	No. Schools	No. Pupils M	F	Total
1970	5	514	292	806	413	13,013	7,451	20,464	418	13,527	7,743	21,270
1971	5	482	285	767	394	16,023	8,354	24,377	399	16,505	8,639	25,144
1972	5	521	277	798	375	15,791	8,981	24,772	380	16,312	9,258	25,570
1973	5	501	299	800	379	15,334	9,308	24,642	384	15,835	9,607	25,442
1974	192	12,952	7,974	20,926	131	3,136	2,026	5,162	323	16,088	10,000	26,088
1975	266	15,014	8,961	23,975	78	2,462	1,782	4,244	344	17,476	10,743	28,219
1976	261	14,667	8,823	23,490	77	1,846	1,685	3,531	338	16,513	10,508	27,021
1977	265	13,311	9,412	22,723	64	2,356	1,311	3,667	329	15,667	10,723	26,390
1978	264	14,109	9,079	23,188	57	1,975	1,586	3,561	321	16,084	10,665	26,749
1979	289	14,429	9,593	24,022	55	1,610	1,341	2,951	344	16,039	10,934	26,973

Note: Prior to 1974 the missions and churches were mainly responsible for education; financial assistance was provided by Government

Table 5: National secondary enrolment by sex 1970 - 1979
(Solomon Islands)

Sex	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979
Males	783	848	985	1,154	1,218	1,142	1,116	1,141	1,171	1,259
Females	251	304	318	372	407	413	413	413	439	516
Total	1,034	1,152	1,303	1,526	1,625	1,555	1,529	1,554	1,610	1,775

Table 6: Provincial secondary schools enrolment by sex 1976 - 1979
(Solomons Islands)

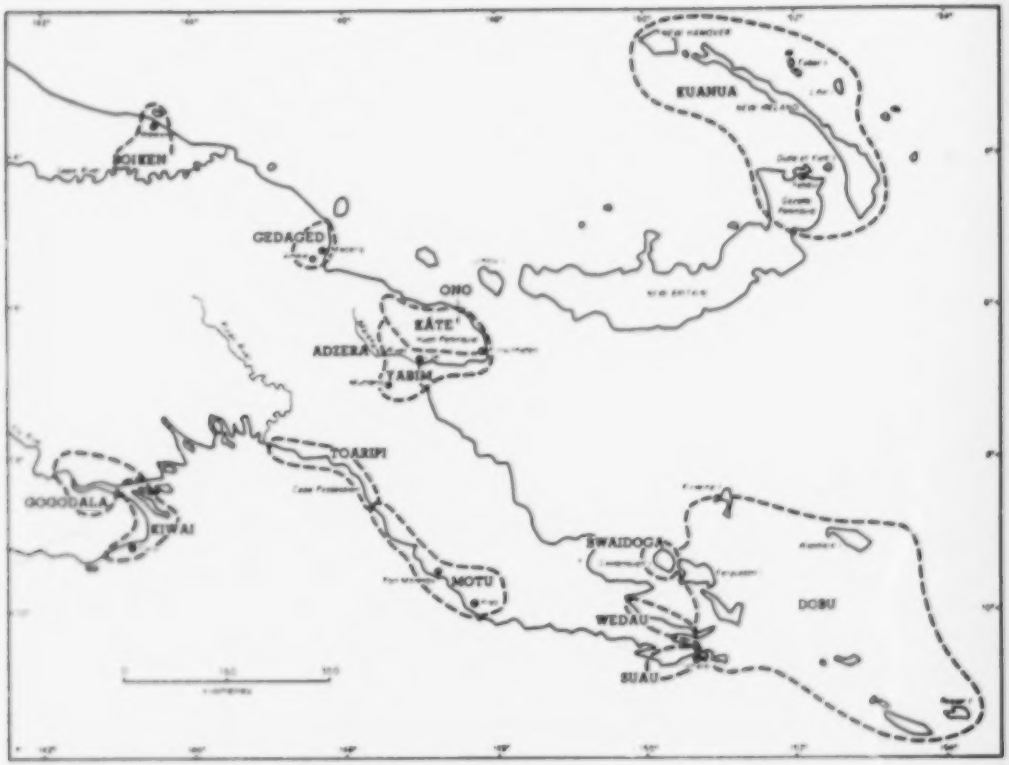
Name of School	(Province)	1976			1977			1978			1979		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
Vonunu	(Western)	...	...	172	115	36	151	96	56	152	119	71	190
Tangarare	(Guadalcanal)	...	...	189	140	30	170	129	37	166	136	49	185
Aligegeo	(Malaita)	...	...	173	174	39	213	150	39	189	151	29	180
Pawa	(Makira/Ulawa)	-	-	181	135	28	163	110	34	144	110	34	144
Honiata	(Honiara)	-	-	-	64	32	96	121	68	189	92	52	144
Siota	(Central Islands)	-	-	-	66	32	98	137	41	178	127	47	174
Kamaosi	(Santa Ysabel)	-	-	-	65	20	85	119	51	170	120	73	193
Luesalcba	(Eastern Islands)	-	-	-	70	35	105	154	32	186	172	32	204
TOTAL		...	...	715	829	252	1,081	1,016	358	1,374	1,027	387	1,414

Note: No data available for sex analysis 1976

Table 7

POPULATION TOTALE PAR SEXE
CONNAISSANCE DU FRANÇAIS, NIVEAU DE SCOLARISATION
ET PAR COMMUNE DE RÉSIDENCE

SEXE – CONNAISSANCE DU FRANÇAIS – NIVEAU DE SCOLARISATION / COMMUNE DE RÉSIDENCE	SEXE MASCULIN									SEXE FÉMININ										ENSEMBLE								
	Parle le français	Lit le français	Ecrit le français	Pas scolarisés	Maternelle	Primaire	Secondaire	Université Grande école	ENSEMBLE	Parle le français	Lit le français	Ecrit le français	Pas scolarisés	Maternelle	Primaire	Secondaire	Université Grande école	ENSEMBLE	Parle le français	Lit le français	Ecrit le français	Pas scolarisés	Maternelle	Primaire	Secondaire	Université Grande école	ENSEMBLE
BELEP	274	270	270	45	32	207	24	-	348	206	283	282	41	43	220	22	1	330	530	523	522	86	75	467	87	1	686
BOULOUPARI	382	490	489	98	3	378	141	3	623	485	400	399	92	2	300	119	3	516	1067	890	888	190	5	678	260	6	1139
BOURAIL	1750	1584	1575	226	82	895	562	86	1851	1475	1321	1315	176	97	941	408	35	1568	3225	2905	2891	404	179	736	970	121	3419
CANALA	1781	1644	1625	410	120	1218	264	14	2026	1971	423	1399	426	58	1025	293	1	1816	3352	2067	3021	836	216	2243	124	21	3842
DUMBEA	2835	2353	2345	282	140	1283	998	10	2544	2488	2218	2200	330	140	1202	971	91	2894	5123	4571	4545	663	280	2485	1969	121	5538
FARINO	133	114	114	19	2	87	27	2	137	111	100	100	12	1	79	27	1	119	244	214	214	31	3	162	54	3	253
HIENGHENE	792	728	705	132	64	587	87	7	838	722	673	666	146	33	545	95	2	841	1514	1401	1361	279	117	1132	182	9	1729
HOUAILOU	1790	1639	1594	279	107	1283	341	23	2032	1699	1550	1497	290	95	1203	382	11	1962	3489	3189	3091	569	203	2486	723	34	3995
PINS (Les des)	603	569	559	109	70	427	96	6	697	501	471	463	80	61	280	62	2	590	1104	1040	1022	189	131	707	158	12	1287
KAALA-GOMEN	570	476	456	186	33	343	69	2	633	528	449	432	152	40	305	39	2	598	1098	925	888	338	73	648	108	4	1231
KONE	1345	1224	1207	209	62	1002	181	21	1503	1250	1117	1102	220	86	911	187	12	1416	2595	2341	2309	429	169	1914	368	39	2919
KOUMAC	664	627	622	64	25	504	97	10	700	679	633	628	57	24	481	129	4	705	1343	1260	1248	121	89	985	226	14	1405
LA FOA	969	876	876	163	39	603	222	20	1092	961	899	894	190	46	580	282	18	1042	1930	1735	1730	313	85	1193	464	40	2094
LIFOU	3219	3124	3099	713	272	2253	763	91	4052	2904	2798	2765	1063	249	2142	593	39	4076	6127	5922	5864	1776	521	4306	1356	80	8128
MARE	1619	1769	1764	480	136	1371	316	9	2314	1669	1608	1607	629	144	1315	224	4	2296	3478	3373	3371	1089	280	2686	540	13	4610
MOINDOU	185	175	174	17	8	131	42	3	201	165	156	156	12	6	111	46	2	177	350	331	330	29	14	242	88	5	378
MONT DORE	7001	6379	6321	778	367	2806	2372	164	1497	6869	6069	6024	734	291	3732	2179	101	7127	13870	12448	12345	1502	758	7938	4551	265	14614
NOUMEA	28618	26233	26059	3050	1266	12313	11606	1939	30174	28341	25823	25641	3156	1335	13025	11196	1166	29938	56959	52056	51700	6206	2601	25328	22802	3105	60112
OUEGOA	707	680	677	100	93	514	64	9	796	602	572	569	80	74	436	91	1	672	1309	1252	1246	180	167	950	155	9	1468
OUVEA	1193	1157	1144	219	97	920	206	10	1420	1126	1086	1086	213	50	864	178	4	1352	2319	2253	2220	437	167	1832	382	14	2772
PAITA	2336	2013	2000	317	232	1232	710	68	2566	2056	1796	1781	275	193	1143	629	29	2268	4392	3809	3781	592	425	2387	1338	97	4834
POINDIMIE	1684	1515	1508	316	69	1156	204	37	1902	1498	1345	1332	329	93	899	308	17	1742	3182	2860	2839	644	162	2155	609	54	3644
PONERIHOUEN	931	867	840	164	32	688	137	8	1029	803	738	713	163	30	587	122	2	903	1734	1605	1553	326	62	1275	259	10	1932
POUEBO	719	676	668	100	56	563	65	-	803	604	564	543	119	47	472	68	-	706	1323	1230	1211	219	103	1035	131	-	1903
POUEMBOUT	346	313	312	39	11	226	71	2	361	317	277	277	33	21	208	69	-	331	663	590	589	69	39	434	140	2	692
POUM	399	369	367	53	19	319	44	3	437	350	301	301	63	16	252	38	3	379	749	670	668	116	33	981	96	6	816
POYA	982	901	894	111	51	691	183	18	1054	835	749	742	112	54	555	178	8	907	1818	1650	1636	223	105	1246	361	26	1961
SARRAMEA	228	209	207	33	9	161	40	-	252	212	192	191	30	9	146	46	-	231	440	401	398	63	18	307	86	-	483
THIO	1439	1293	1281	185	84	926	323	25	1942	1245	1197	1179	192	87	815	372	11	1477	2784	2490	2460	377	171	1740	695	36	3019
TOUHO	902	773	763	180	38	642	135	4	999	779	649	640	212	38	541	111	-	902	1681	1422	1403	392	76	1183	246	4	1901
VOH	758	691	681	145	47	491	130	2	815	701	640	629	151	50	444	126	-	771	1459	1331	1310	296	97	935	256	2	1586
YATE	616	623	617	69	46	491	114	6	746	595	539	535	68	44	420	107	4	641	1274	1162	1152	155	90	911	221	10	1387
ENSEMBLE	68012	62290	61815	9379	3716	37126	20775	2420	14295	54291	50966	50609	9755	3807	36293	19649	1521	71093	132303	120916	119421	19134	7123	74081	41440	4160	145358



Map 1. *Mission Lingue Franche in Papua New Guinea*

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